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ABSTRACT

This study analyzes the effects of client sex, counselor sex, and client behavior on the responses of counselors during the initial stages of the counseling interview. Four client behavior situations are used: independent behavior; dependent behavior; high high achieving behavior; and low achieving behavior. Numerous significant differences were found between the responses of clients which were a function of the sex of the client, the sex of the counselor and the behavior of the client. It was found that when clients exhibited behavior which was sex-appropriate by traditional sex-role norms, male counselors tended to evaluate clients by the client's success in coping with the environment and female counselors tended to evaluate clients by the clients' feelings about themselves. When clients' behaviors were not sex-appropriate, male and female counselors reversed their orientations to the clients. Many significant differences between male and female counselors were found when comparing their responses to the dependent male client and to the high achieving female client. Findings suggest that male counselors are more supporting than female counselors of dependence and high achievement in clients and that female counselors reveal their values and act upon them more directly than do male counselors. (Author)

THE RESPONSE OF COUNSELORS TO BEHAVIORS ASSOCIATED WITH INDEPENDENCE AND ACHIEVEMENT IN MALE AND FEMALE CLIENTS

by

Marlene Bence Pringle

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by
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CHAPTER I

INTRODUCTION TO THE STUDY

Introduction

The effects of the sexual identity of individuals have been studied in numerous situations. Much, for example, is now known about how the sex of a child and the sex of a parent influence the interactions of each with the other. Studies of sex differences and sexual development provide much needed information about the process of psychological development, and other studies explaining society's role in developing and maintaining sex-role identity contribute toward an understanding of how and why people function as they do. One situation, however, in which little is known about how the sex of the participants affects their interactions is the counseling interview. The influence of the sex of the client and the sex of the counselor on the dynamics of the counseling interview is essentially unexplored in the counseling literature. This study is designed to provide some information about how counselors differentially perceive and respond to clients as a function of the sex of the counselor, the sex of the client and the client behavior presented.

Purpose of the Study

The purpose of this study is to identify and explore the differences in the responses and perceptions of male and female counselors to male and female clients who are described as displaying behaviors and expressing attitudes associated with high and low levels of independence and achievement. It will attempt to assess whether counselors perceive, evaluate and respond differentially to these behaviors according to the sex of the client and/or their own sex and whether counselor-client interaction matches the parent-child interaction model developed by Bardwick (1971). There are three types of analysis which will be carried out: an analysis of counselor responses based upon the sex of the client, an analysis of counselor responses based upon the sex of the counselor, and an analysis of counselor responses based upon the client behavior. Client-counselor interaction will be analyzed for each client behavior category and across all four client behavior categories. In essence, the purpose is to find out if and how counselors' images of masculinity and femininity and their own sexual identity affect their interactions with male and female clients who exhibit different behavior patterns.

Rationale for the Study

The decision to explore male and female counselors' reactions to male and female clients who exhibit the behavior associated with high and low levels of achievement and independence was based on the following rationale:

Importance of the Constructs

In this society, both high levels of independence and a strong motivation to achieve (master specific tasks) are necessary psychological characteristics for the person who desires to be rewarded and esteemed. Clearly society gives its greatest rewards to those people who prove that they have both personal strength (can act independently) and ability (can master tasks). High levels of dependence and the inability to achieve in task situations are neither rewarded nor esteemed when they are present in adults. Although there are some deviations from this general pattern in society, any global analysis of the status structure of occupations would support this assertion. Furthermore, psychological research and theory suggest that a comfortable level of independence and success in task achievement are essential to the maximal functioning of any free human being. Thus, one reason for the selection of independence and achievement is simply that both are important psychological constructs and any information about how counselors respond to the behaviors associated with these constructs has both research and practical value.

Relationship Between Constructs

A second and more important reason for the selection of behavior associated with independence and achievement is that the two constructs are intimately related in the research literature. Such a close relationship between achievement and independence is not at all surprising, for it seems appropriate to assume that as one becomes more capable of the mastery of specific tasks he also becomes less dependent on other people. Likewise, each human being begins life completely dependent on other people and as unable to master any but the simplest of tasks; then during the process of maturation the individual grows more independent of others and learns to accomplish tasks for himself. The human need for interaction with other people operates to keep the interaction between the behaviors associated with these two constructs somewhat nebulous in reality as well as in both theory and research.

Sex-Differences in Experiencing the Constructs

A third reason for selecting these two constructs is that sex-differences exist which influence the developmental pattern of these characteristics in the two sexes. The greater motoric activity level of the male, when compared to the female, and the greater receptivity to environmental stimuli of the female, when compared to the male, result in the two sexes experiencing the development of both task achievement and independence somewhat differently (Bardwick, 1971). According to Bardwick's survey of the literature on sex differences, females--because of their superior receptivity--seem to accommodate themselves more easily to the demands made upon them in the environment. This perception is particularly acute in the social environment where females are more sensitive than males to subtle interpersonal cues. Thus, the female typically can pay attention and comply with social demands more easily than the male during the process of maturation. On the other hand, the male has superior physical strength and a higher motoric activity level which provides an advantage in that he is driven to explore the environment more fully than is the more passive female. The male's exploits provide him with a form of first-hand experiential information that is not equally available to the more passive female. He tests and confronts the environment, social and physical, with more intensity and consistency. Interpolating from these differences which are indicated in the research, one would expect that the female--because of her passivity and superior attending behavior--might have a slight early advantage in situations requiring successful completion of tasks; whereas the male--because of his high activity level and lower level of receptivity --might have a slight early advantage in situations requiring independence because he would be more accustomed to testing situations through his own experience rather than through the experience of others. When one considers these innate sex-differences in combination with socialization practices, there seems little doubt that males and females experience the development of independence and achievement quite differently.

Social Normals Relating to the Constructs

The fourth reason for selecting the behaviors associated with achievement and independence is that social norms (images of appropriate behavior in males and females) do not equally encourage the two kinds of behavior in males and females. Numerous researchers have documented the ways in which the behaviors associated with both constructs are differentially reinforced. The net effect of this differential is that males are, in fact as well as in stereotype, more independent and more achieving than are females. One does not need to refer to the research to substantiate this generalization. It is quite clear that in our society few women utilize their talents in creative endeavors outside of the home. A review of the research on the development of achievement motivation and independence in males and females, however, is helpful in providing an explanation for the reality that now exists.

Bronfenbrenner (1961) suggested several years ago that much of the conflict in the research can be explained by the differing social expectations for males and females. In males, independence, initiative, and self-sufficiency are more valued than in females; consequently parents use a different pattern of affection and authority when responding to the male. He suggests that boys receive sterner discipline, but that they are not expected to reach the same level of absolute compliance to authority as are girls. Girls, he suggests, receive from childhood more affection and praise than boys do and more likely to be oversocialized. Boys run the risk of being undersocialized because of stricter discipline, more freedom, and less affection. Bardwick (1971) and Maccoby (1966) both concluded after considering the research, that conformity to society's expectations differs by sex. For the boy, conformity means being able to achieve in task situations and to derive pleasure from his achievements. For the girl, conformity means being able to secure approval and support from other people and to be satisfied with their affection. Thus, whereas the male can achieve primarily for the pleasure of mastering the task, the girl is expected to achieve in order to win approval, support and affection.

An initial review of the literature on parental interactions with children suggests that in regard to achievement and independence, maternal behavior is more influential than is paternal behavior. Such a generalization, however, is suspect because maternal behavior has been much more thoroughly investigated. It becomes clear in the research that independence and pleasure from task achievement can be induced in the female when she is subject to the same demands that are made of boys.

Studies of independent and achievement oriented females show that they were given more freedom and less support than were the more traditional females. Moore (1956) found that maternal permissiveness--allowing and encouraging independent behaviors--in the early developmental years was more associated with high independence in girls than in boys. Moss and Kagan (1961) also found that maternal encouragement of achievement was more important in determining female behavior than in determining male behavior.

Likewise, though the mother's warmth is often related to achievement in boys, a more recent study (Siegelman, et al., 1970) suggests that the mother's intellectual acuity and cognitive coping skill are more important than her warmth in promoting good adjustment in children. The hypothesis was supported and was stronger with regard to female children than with male children. These highly independent and achieving females view their mothers as more rejecting than do the more traditional females (Crandall, et al., 1964; Moore, 1965; Reimanis, 1970), but Crandall (1960) describes the slightly rejecting mother as one who rewards achievement in children but is less accepting of the child's attempt to gain help with tasks and to gain emotional support. Bardwick (1971) accepts this interpretation and suggests that such mothers are basically warm but are subjecting daughters to the same demands as those which make for independence in the male.

McClelland, Winterbottom, Atkinson, and many other researchers have studied achievement motivation in males. They have found that in situations requiring the mastery of tasks, some males attempted the tasks because they were motivated to achieve success while others attempted the tasks because they were motivated to avoid failure. If the fear of failure was sufficiently great in the male, it could actually detract from and interfere with the male's ability to perform. Male underachievers typically have a high level of fear of failure which prevents them from realistically assessing their ability and taking reasonable risks. Similar studies conducted with female populations produced conflicting results. Females did not seem to have the same motivation pattern as that exhibited by the male. Horner (1970) finally traced the source of the confusion. She found that women fear social and sexual rejection if they are too successful in this society--especially if they are too successful in competition against males. She called this variable in the motivation pattern of the female "fear of success." Her studies show how women who are high in the fear of success will not explore their potential in competitive achievement situations and how their fears of being too competent threaten their role as a female. Horner suggests that while men are unsexed by failure in this society, females are unsexed by success. Though Horner's population for her research was primarily college girls, Weston and Mednick (1970) found that fear of success exists in a substantial number of females across social class and race. Thus, while fear of failure accounts for a substantial number of male underachievers, fear of success no doubt accounts for a substantial number of female underachievers.

Dornbush (1966) suggests that female deviation is more acceptable in this society than is male deviation from traditional sex-role behavior. He suggests that females are allowed more deviation because if they deviate it is in the direction of the preferred sex-role in our society, but that the male who deviates by showing female qualities or interests flaunts the social status hierarchy. Horner's work suggests that while deviation is perhaps allowed, the female still believes that she has a price to pay--her femininity.

Summary

In American society, the behaviors associated with independence and achievement are crucial to both educational and vocational success; and helping students experience some degree of competency both in having a healthy sense of independence and in being able to accomplish tasks and enjoy the rewards of such accomplishments is one of the primary functions of the school counselor. Therefore, a study investigating the counselor's responses to clients who are dealing with achievement and independence issues seems especially appropriate. Furthermore, because these constructs --independence and achievement--are experienced differently in males and females, because society has different expectations for males and females in regard to independence and achievement, and because stereotypic sex-roles are becoming less acceptable as society changes--an analysis of the counselors' responses to achievement and independence in clients based upon the sex of the counselor and that of the client would provide information that might have implications for improving counseling programs in the schools and for improving counselor training programs in the colleges. This study is designed to collect such information.

Significance of the Study

The results of a study such as the one reported here should prove helpful in discovering ways to improve counseling techniques and programs serving both males and females. Knowledge about the interaction effects of the sex of the counselor and the sex of the client could provide a rationale for assigning certain clients with specific problems to counselors of the same or the opposite sex. For example, if the male counselors are less able to confront the female client for being overly dependent than is the female counselor, then it might be appropriate to assign dependent females to female counselors. Likewise, if it were proven that there are differences in the responses of male and female counselors and that each make unique contributions, then a strong argument could be made for having both male and female counselors as part of any counseling staff. If counselors were made aware that they had a predisposition to react in a specific way to a client, such knowledge would be useful to them in determining the appropriateness of the response in terms of the client's problems. If there are differences in the response of counselors which are determined both by their ownsex and/or that of the client, counselors need to know as much as they can about those differences in order to analyze and improve their counseling approaches.

At the present time, it is clear that counselors are serving males more adequately than females. A recent study at a community college conducted with a grant from the U.S. Office of Education concluded that the traditional efforts to increase motivation, such as special counseling and teacher attention, appeared to have little long-range effect on girls, whereas these same efforts seemd to have immediate and relatively long lasting effects on boys (Reimanis, 1970). Furthermore, despite the growing emphasis on the vocational development of women in the counseling literature, the increased awareness of the changing roles of women, and the predicted greater participation of women in the world of work, the female's educational and vocational aspirations remain more limited than those of the male, are more affected by the female's social class background, and are more linked to the expectations of parents, teachers, and peers--in that order of importance (Williams, 1971). Counselors accept stereotypic images of appropriate masculine and feminine behavior (Broverman, et al., 1970), accept stereotypic images of appropriate vocational aspirations for females (Friedersdorf, 1961), view females with conforming goals as less in need of counseling (Thomas and Stewart, 1971), and make negative comments to those females who deviate from traditional patterns (Pietrofesa and Schlossberg, 1970). It is apparent that counselor performance with regard to females can be improved.

The results from this study, combined with the recent research based information about the development of females in American society, should contribute to the development of recommendations for improving counselors' effectiveness with female clients. Improving the ability of high school counselors to deal with females and their problems is essential, for females experience much personal ambivalence and role-conflict during their high school years. Being independent and taking pleasure in task achievements are not at present sufficiently encouraged in females. It is reasonable to suspect that just as the research on parental interactions with children suggests that females fail to develop healthy levels of independence and achievement because they are not subjected to certain critical kinds of parental behavior--demands that they be independent; counselors may also fail females by the absence of similar demands rather than by the more obvious sexual discrimination suggested by some researchers. In other words, it is likely that counselors fail females by omission rather than by commission. The totally accepting

Rogerian model of the counselor, though perhaps effective with the male client, may be most inappropriate for working with high school females --particularly highly dependent females.

If counselors respond to clients like parents respond to children, then there should be many interpolations possible as comparisons are made between the body of literature describing the interaction effects of the sex of the parent and the sex of the child and the implications that the research reported here has for counselors.

In the discussion of the results of this study, there will be information relevant to questions concerning how the counselor responds and the implications of that response for the client, giving consideration to the sex of the counselor, the sex of the client, and the nature of the behavior presented.

Definitions of Key Terms

The following definitions describe the client behavior investigated in this study and serve as performance definitions of behavior associated with high and low levels of independence and with high and low levels of achievement. These definitions are sufficiently general to apply to either the behavior of males or females, without implying the reasons for the behavior of either.

Independent Behavior

--able to express condifence in the validity of one's own perceptions and feelings.

--able to defend one's actions and ideas if challenged.

--able to criticize or confront other people when conflicts of opinion occur.

--able to withstand pressure to defer to others and to conform to their standards of appropriate behavior.

--able to exercise selectivity in efforts to secure support or approval.

Dependent Behavior

--unable to express confidence in the validity of one's own perceptions and feelings.

--unable to defend one's actions and ideas if challenged.

--unable to criticize or confront other people when conflicts of opinion occur.

--unable to withstand pressure to defer to others and to conform to their standards of appropraite behavior.

--unable to exercise selectivity in efforts to secure support or approval.

Achieving Behavior

--able to persist at a task which is difficult but realistic in terms of one's ability.

--able to enjoy and find satisfaction in one's success.

--willing to have one's achievements measured by some standard of excellence.

--seeking opportunities to develop and use one's abilities.

Non-achieving Behavior

--unable to persist at a task which is difficult but realistic in terms of one's ability.

--unable to enjoy and find satisfaction in one's success.

--unwilling to have one's achievements measured by some standard of excellence.

--avoiding opportunities to develop and use one's abilities.

Theoretical Hypothesis

The theoretical rationale for this study which is described in this chapter led to the following theoretical hypothesis: There will be differences in the responses of counselors to clients which will be a function of the sex of the counselor, the sex of the client, and the client behavior presented.

CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH

Introduction

An examination of the literature describing the relationship between the sex of the counselor and the sex of the client in a counseling situation reveals little information. This literature can be divided into three major categories:

1. Literatature describing the attitudes of counselors.
2. Literature describing the attitudes of clients.
3. Literature describing the interaction effects between sex of the client and sex of the counselor.

The literature in each of these categories suggests some support for the major hypothesis of this study: male and female counselors will respond differently to male and female clients who present the same behavior and attitudes. A second body of literature describing parental interactions with children is also included because of its possible relationship to the questions being explored in this study.

Review

Attitudes of Counselors

One of the studies most relevant to this proposal is one which examines the degree to which clinicians share with society stereotypic attitudes about sex roles. It tests the hypothesis that the clinical judgments about the traits which characterize mature, healthy individuals differ as a function of the sex of the individual judged. Clinicians were asked to describe a mentally healthy adult male and female. It was found that clinicians do hold stereotypic attitudes and believe that healthy women differ from healthy men being being

> more submissive, less adventurous, more easily influenced, less aggressive, less competitive, more excitable in minor crises, having their feelings more easily hurt, being more emotional, more conceited about their appearance, less objective, and more disliking math and science (Broverman, et al., 1970, pp. 4-5).

Furthermore, when these same clinicians were asked to describe a mentally healthy adult, sex unspecified, the resulting profile resembled that of the healthy male more than that of the healthy female. The existence of such attitudes must be assumed to have some effect on the clinicians' interview behavior with male and female clients. Assuming that school counselors, like the social workers and clinically trained psychologists who were subjects of this research, share these stereotypic attitudes, school counselors can be expected to evaluate clients differentially on the basis of the clients' sex.

Attitudes of Clients

The literature on clients' attitudes about the sex of the counselor is more substantial, but most of this literature simply explores client preferences for male or female counselors. Male counselors are clearly preferred to female counselors (Boulware and Holmes, 1970; Fuller, 1964; Mezzano, 1971). The exception to this preference pattern was reported by Koile and Bird (1956), who found that clients prefer a counselor of the same sex regardless of the type of counseling desired. The studies reporting a preference for the male counselor outnumber the single exception, utilize large samples and analyze the data more thoroughly. It seems likely that the exception can be accounted for by the nature of the clients' concerns, for in the three studies reporting a definite general preference for the male it was found that the female was preferred by female clients who had personal problems. In addition, Boulware and Holmes (1970) found that part of the preference pattern could be accounted for by the clients' belief that the male counselor is likely to be more competent than the female counselor. The clients' attitudes, like those of the clinicians previously described, reflect the sex-role stereotypes which exist.

Interaction Effects

The literature on the interaction effects of the sex of the client and the sex of the counselor is somewhat onesided. More is known about male therapists interacting with female clients than is known in the reverse situation.

Parker (1967) studied the directive and non-directive responses of male therapists in initial counseling interviews and found that the therapists' responses were reliably related to the sex of the client. Therapists not only made significantly more non-directive than directive responses to female clients than to male clients but also made significantly more non-directive than directive responses to female clients. Comparable data was not found for female therapists interacting withe clients of either sex.

Regardless of the sex of the counselor, female clients express more feelings than do male clients both during intake and initial counseling interviews (Fuller, 1963), persist longer overall in counseling (Snyder, 1953), and receive higher mean success ratings than do male clients

(Rodgers, 1957). Despite the female clients' apparent persistence in counseling, there is evidence suggesting that the female who is more in need of counseling is least likely to profit from it. Heilbrun (1968) investigated the relationship between instrumental dependence (looking to others for help with problem solving) and premature, self-initiated termination of counseling. He found that highly independent males and highly dependent females were likely to defect, but that independent females and dependent males tended to continue until the therapist terminated the counseling. Heilbrun (1970) tested the hypothesis that female clients leave therapy prematurely because their dependency needs were frustrated by the non-directive approach assumed by the male therapist. He found that this interaction was occurring and did account for the defection of such female clients. He also found (1971) that the independent female who continued in therapy was somehow able to influence the therapist so that he became more directive during the interaction, but he could not explain how this occurred. It is not known whether the female therapist is as non-directive as the male when counseling a female client, for similar studies using female therapists have not been conducted.

Pietrofesa and Schlossberg (1970) analyzed the content of interviews between coached clients and counselor trainees and found that when female clients aspired to male dominated vocations, both male and female counselors made more negative statements to such clients than to female clients who had more traditional goals. Further analysis revealed that the negative comments had to do with the masculinity of the occupation chosen by the atypical female client.

Clients being counseled by counselors of the same sex were more willing to reveal sexual information (Benney, _et al_., 1956), and gave counselors higher rating on empathy (Daane and Schmidt, 1957) than clients being counseled by a counselor of the opposite sex. However, in terms of changing behavior, reinforcement from the male counselor was more influential than reinforcement from the female counselor (Thoresen and Krumboltz, 1967).

The literature describing the interaction effect of the sex of the counselor and the sex of the client is not plentiful, but it does suggest that there is a considerable differential in the responses that a counselor gives to a client that has to do with the counselor's sex and the client's sex.

Parental Interaction with Children

The literature on parental interaction with children is much more extensive and, to the degree that counselors resemble parental figures in their interaction with clients, this literature is relevant to an analysis of counselor-client interactions based upon the sex of the client and of counselor. This body of literature suggests that good parents are warm, affectionate and supportive; that they encourage independence and achievement in their children; and that they are able to help children with developmental tasks without doing for the child what the child should be doing for himself. Such a description would also fit the good counselor. It is quite possible that counselors may respond to clients much in the same way that parents respond to children. The interaction effect of the sex of the client and the sex of the counselor may be very similar to the interaction effects discovered when analyzing the sex of the parent and the sex of the child.

The research on parental interactions with children suggests that while mothers and fathers respond very much alike one another to accomplish their goals with children, there is a differential in their responses that has to do with the sex of the child and the sex of the parent. When the researchers first investigated the interactions of parents with their children, they assumed that each parent would react with the child in terms of the parent's stereotypic sex-role. Women are generally assumed to be more uncritical, emotional, and supportive than are men, so it was assumed that mothers would exhibit such behavior with their children. Fathers were expected to exhibit appropriate masculine behavior: be more critical, analytical, and concerned about their child's achievements. In essence, the researchers accepted the traditional model: the father as the strong and stern disciplinarian and the mother as the supporting and accepting giver. Contrary to the expectations of the researchers, the parents' responses to the child were more linked to the sex of the child than to a stereotypic presentation of appropriate masculine or feminine behavior.

Rothbard and Maccoby (1966) played a tape of a child's voice directing comments to a hypothetical parent and the parents were asked to respond to the voice as though it belonged to their own child. They found that mothers were more permissive of both aggressive and dependent behavior when they believed that the voice belonged to a male child; whereas, fathers were more permissive of the same behaviors when they believed that the voice belonged to a female child.

Gunder and Spector (1956), investigating children's views of their parents, found that male children view the father as more controlling than the mother and female children view the mother as more controlling than the father. Straus (1967), analyzing actual interactions, found that this perceived difference is valid. Likewise, Osofsky and Oldfield (1971) investigated the parents' reactions to dependent and independent behavior in their children and found that both parents interacted more when the child was dependent, but that fathers were more likely to positively reinforce dependent behavior in their daughters and were less controlling than mothers when such behavior occurred. One very significant finding in this same study was that the children, in the controlled situations used, were not more dependent or independent with one parent than the other, but that each child had a characteristic level of behavior which remained consistent with both parents. Such a finding suggests that children do not respond as actively to the sex of the parent as the parent does to the sex of the child.

Despite the differential in parental response that is based on the sex of the child, the stereotypic images of appropriate masculine and feminine behavior are not totally ineffective. Children of both sexes view their parents to some degree as the stereotype would suggest: mothers are seen by their children as being overall more emotionally expressive, nurturant, and supportive; whereas, fathers are seen as more dominate, more critical, more powerful, and more active in changing the child's behavior (Emmerich, 1962; Kagan and Lemkin, 1960; Meissner, 1965; Meltzer, 1943; Straus, 1967; Walters and Stinnett, 1971); however it is the parent of the opposite sex who is seen as the most affectionate (Kagan and Lemkin, 1960).

Integrating the literature on the interaction effects from the sex of the parent and of the child and the literature on parental role has not proven to be an easy task. When combining this literature with that available on identification the task becomes even more complex. On the one hand, there is the contention that suggests that identification is a function of the perceived power of the model--a contention that if proven, would indicate that children would identify with the parent who is most powerful and controlling of valuable resources. On the other hand, it has been suggested that the giving of affection and support is most facilitating of imitative learning--suggesting that children would identify with the most affectionate parent. Bardwick (1971) suggests that both conditions are influential in the process of identification and that both parents exhibit both kinds of behavior in healthy families.

She further suggests that the responses which parents make to their children's attempts to achieve and to be independent are crucial and that the reversal effect--the tendency of the parent of the same sex as the child to respondin the direction of the stereotype of the opposite sex--is likely to produce a more healthy child. Thus, when mothers make demands on female children which push them toward independence and achievement, the daughters profit from the behavior. Likewise, when the fathers respond to sons with warmth, affection, and support, the sons are more likely to become healthy productive adults.

Bardwick gives what is probably the most realistic interpretation of the literature on parental interactions with children and parental sex-role. She describes the interaction this way (1971, p. 137):

1. The mother is more expressive than the father but especially so to her son.
2. The mother is less instrumental than the father but more so to her daughter.
3. The father is more instrumental than the mother but especially so to his son.
4. The father is less expressive than the mother but more so to his daughter.

Such an interpretation would explain the research and account for the fact that most children identify with both parents in healthy families.

Summary

Whether counselors respond to clients in a style similar to parents in a moot question. Counselors, by virtue of choosing the same profession and receiving similar training, may be more similar to one another in response style than are most parents, may not be comparable to the more general population of parents in our society, and may respond more to the behavior and not so much to the sex of the client. However, the literature that is available on the interactions of client and counselor sex in counseling interviews and the similarity between the role of a counselor and the role of a parent predisposes this researcher to believe that counselors will respond differently to clients as a function of the counselor's sex and the client's sex. Furthermore, should this differential exist, it may well match the differential attributed to parents as interpreted and described by Bardwick (1971). The research proposed here will provide information that tells whether counselors' interactions with clients are affected by their own sex and/or that of the client; and, if the interaction is affected, this research will provide information about the nature and the direction of those effects.

CHAPTER III

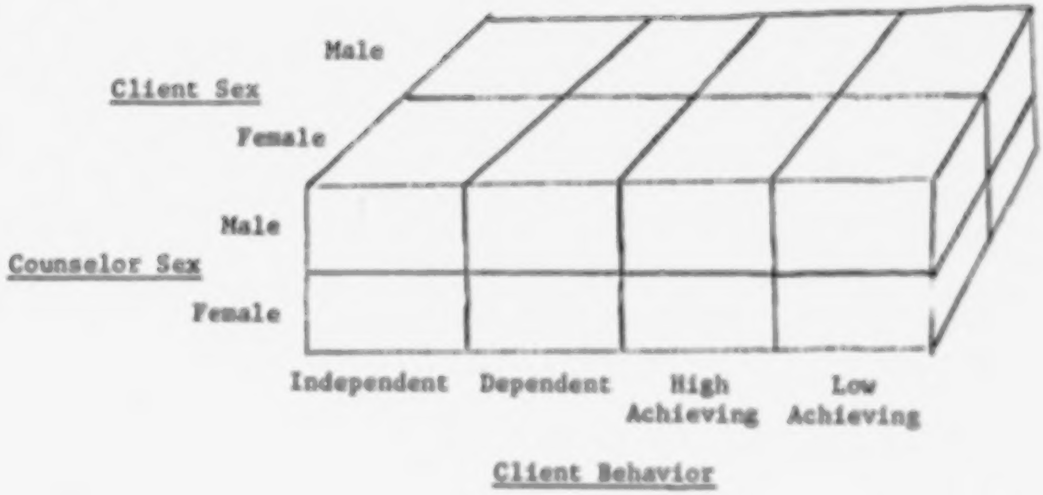
DESIGN OF THE STUDY

Introduction

This study was designed to analyze the interaction of the following three variables during the initial stages of the counseling interview: the sex of the high school client, the sex of the high school counselor, and the client behavior presented in the interview. Specifically, this study addressed itself to those client behaviors which are associated with high and low levels of independence and achievement. Thus, the design for this study had to accommodate the four possible sex-matches between counselors and clients (male counselor, male client; male counselor, female client; female counselor, female client; female counselor, male client) across four patterns of client behavior (independent client, dependent client, high achieving client, low-achieving client). In total, it became necessary to look at counselors responding to clients in at least sixteen different situations in order to accommodate the four possible sex-matches and the four client behavior patterns.

Because this study addresses itself to the interaction between the variables, a 2 x 2 x 4 factorial design was selected as the most appropriate approach to the research problem presented here. A visual summary of the sixteen combinations is presented in the following 2 x 2 x 4 factorial paradigm.

2 x 2 x 4 Factorial Design
for Three Variables
(Client Sex, Client Behavior, and Counselor Sex)


Male
Client Sex
Female
Male
Counselor Sex
Female
Independent
Dependent
High Achieving
Low Achieving
Client Behavior

Factorial designs, such as the one described here, demand a large number of subjects in the research population and assume random selection and assignment of those subjects. Therefore, provisions were made to obtain a large random sample of high school counselors and to stratify that sample according to the sex of the counselor so that there would be approximately equal numbers of subjects in each of the sixteen cells. Provisions were also made for random assignment of the counselors in that stratified random sample to the various cells in the factorial design.

In order to investigate the interaction between the three dependent variables, some approach had to be found to control those independent variables which could influence the results of the study. In essence, some approach had to be adopted which would hold all variables in the counseling interview constant, except counselor sex, client sex and client behavior. For this purpose, a questionnaire was designed which presented the counselor with four clients in four counseling situations--situation one (independence) is the antithesis of situation two (dependence) and situation three (high achievement) is the antithesis of situation four (low achievement). This questionnaire, designed to be filled out by high school counselors, equated all variables in the counseling interview except client sex and client behavior. The questionnaire collected discrete, continuous, and descriptive data concerning the counselors' responses to the clients in the four situations. Two forms of the questionnaire were developed; thus, the sex and behavior of the client could be both controlled and varied. Furthermore, by utilizing the large stratified random sample of high school counselors, half of whom were male and half of whom were female, it was also possible to control and vary the sex of the counselor who received the questionnaire. Adopting a questionnaire approach, however, meant that the success of the study became dependent upon the cooperation and honesty that could be obtained from the sample of counselors who would be asked to fill out the questionnaires. Because the questionnaire briefly described here provided for the control of independent variables in the counseling interview and could be used with a large sample, the decision was made to adopt that approach for this research design.

This chapter outlines and describes the questionnaire, the population, the sampling and assignment procedures, the data collection procedures, the methods used to analyze the data, and the assumptions and limitations of this study. A step-by-step description of what was done and how it was done is given here.

The Questionnaire

The questionnaire used in this study was designed by the writer with the help of the committee members and other interested associates and professional counselors. The questionnaire presents four clients in four different counseling situations, each client exhibiting one of the following four behavior patterns:

1. Independent Client.--able to express confidence in the valdity of one's own perceptions and feelings; able to defend one's actions and ideas when challenged; able to criticize or confront other people when conflicts of opinion occur; able to withstand pressure to defer to others and to conform to their standards of appropriate behavior;

and able to exercise selectivity in efforts to secure support and approval.

2. Dependent Client.--unable to express confidence in the validity of of one's own perceptions and feelings; unable to defend one's actions and ideas when challenged; unable to criticize or confront other people when conflicts of opinion occur, unable to withstand pressure to defer to others and to conform to their standards of appropriate behavior; and unable to exercise selectivity in efforts to secure support and approval.
3. High-achieving Client.--able to persist at a task which is difficult but realistic in terms of one's ability; able to enjoy and find satisfaction in one's success; willing to have one's achievements measured by some standard of excellence; and seeking opportunities to develop and use one's abilities.
4. Low-achieving Client.--unable to persist at a task which is difficult but realistic in terms of one's ability, unable to enjoy and find satisfaction in one's success; unwilling to have one's achievements measured by some standard of excellence; and avoiding opportunities to develop and use one's abilities.

In each situation the counselor is provided with some background information about the client, the client is described, the situation is described, and the client makes a direct verbal statement to the counselor.

The four client behavior patterns are presented within the following context in the four counseling situations:

Situation I

The independent client is recommended for counseling because of his/her critical behavior in a situation involving one of the client's teachers.

Situation II

The dependent client spontaneously begins to discuss his/her dependency at the conclusion of a routine test interpretation interview.

Situation III

The high achieving client, after turning assignments in late, makes an appointment for counseling at the suggestion of his/her teacher.

Situation IV

The low-achieving client is identified by an analysis of student records, and he/she is invited for an interview by the counselor.

For each of the four clients in their respective situations, counselors are directed in the questionnaire to make six responses:

1. To rate the client's approach to the situation on a scale running from very healthy to very unhealthy.
2. To list the reasons for the appraisal that was made.
3. To write down the exact words they would use in their reply to the client's verbal statement that is given in the situation.
4. To rate each of a number of possible counselor responses which are listed in the questionnaire.
5. To select one statement from each of two pairs of statements which suggest possible counselor attitudes toward the presence or absence of positive and negative behavioral attributes.
6. To select one of five statements which reflect the counselor's evaluation of whether the behaviors shown in the situation should be continued or modified.

Two forms of this questionnaire were developed so that the sex of the client could be controlled and varied in the situations. Forms differed only in the designation of the name and sex of the client; all other information about each client remained the same. Thus if the independent client was female in Form A, the independent client was male in Form B.

Form A of the questionnaire presented Diane as the independent client, Julie as the dependent client, George as the high achieving client, and Tom as the low achieving client.

Form B presented Ralph as the independent client, David as the dependent client, Julie as the high achieving client, and Ann as the low achieving client.

A diagrammatic presentation of the organization of the two forms of the questionnaire is presented below:

	Situation	Form A	Form B
I	Behavior associated with being highly independent (Ralph or Diane)	Female	Male
II	Behavior associated with being highly dependent (David or Julie)	Female	Male
III	Behavior associated with high levels of achievement (Julie or George)	Male	Female
IV	Behavior associated with low levels of achievement (Tom or Ann)	Male	Female

Viewed within the context of the total design, the questionnaire described here serves the purpose of controlling the independent (non-research) variables and as a mechanism to allow the researcher to vary and control the sex and behavior of the client.

During the development of the questionnaire, several steps were taken to check the face validity of the instrument. A small number of counselors (20) enrolled in the Ph.D. program at The University of

Michigan filled out the questionnaires and then answered questions regarding their responses and their understanding of the questions. This verbal feedback to the author of the questionnaire indicated that some modifications in the words selected and format were needed in order to keep subjects responding to the actual content of the response rather than the form in which it was presented. The suggested changes were incorporated into the instrument and a second group of counselors filled out the questionnaire. Once again this group was questioned with regard to their understanding of the questions and the options given in the questionnaire, and a few more changes were made. Additional changes were suggested by committee members, and these too were incorporated in the instrument. A copy of both forms of the final questionnaire is presented in Appendix A.

The Population

The population for this study was male and female senior high school counselors from the State of Michigan.

Sampling Procedure

The following procedures were used to assure random selection of the subjects for this study.

The counselors chosen for participation in this study were selected from the *Directory of Education and Secondary Public School Counselors* (1971-72 edition) which is published by the Michigan Department of Education. In this publication, schools are listed alphabetically by the towns or cities they serve. In addition, schools are listed as elementary, junior high, middle schools, senior high, and

and comprehensive. Following this designation by level is a list of the school counselors in each school and the Guidance Director or Director of Pupil Personnel Service if one exists. Comprehensive schools (K-12) were not included in this sample--only those that were designated as senior high schools were included. Directors of Guidance and Directors of Pupil Personnel Services were not represented--the purpose of this study was to elicit responses only from those people designated as high school counselors, the ones who actually counsel high school students.

Because this study required a representative sample of both males and females, the population was stratified along this dimension. It was felt that to have more than one questionnaire in any given school building could bias the results of the study. Therefore, only one counselor in each senior high school building was selected to receive a questionnaire. The school counselor who received the questionnaire was determined in the following way. Starting with the first senior high school listed, the female counselor whose name was closest to the middle of the list was selected. In the next school, the male counselor whose name was nearest the middle was selected. When a senior high school failed to have both male and female counselors listed, the middle name was selected and the direction was reversed. In other words, if the direction had been male in one school and female in the next, but no female existed to be selected, a male was selected and the direction changed so that a female was selected in the next school. There are 342 senior high schools listed in Michigan. One counselor was selected from each senior high school; therefore, the total sample consisted of 342 high school counselors--171 of whom were male and 171 of whom were female.

Assignment Procedures

The following procedures were used to assure random assignment of subjects within the cells of the 2 x 2 x 4 factorial design.

The 171 copies of Form A of the questionnaire and the 171 copies of Form B were numbered from 1 to 342. The male and female counselors were divided from one another into two separate lists including names and school addresses. Then starting with the list of the male counselors, the first person was mailed Questionnaire Form A; the second person, Form B; the third person, Form A; and so on, alternating until the end of the list was reached. The same process was applied to the list of female counselors. Thus, there were 85 males receiving Form A, 86 males receiving Form B, 85 females receiving Form A, and 86 females receiving Form B. A diagram follows representing the design of the placement of questionnaires for this study.

	Questionnaire A	Questionnaire B
Male Counselors	85	86
Female Counselors	85	86

Data Collection Procedures

As the questionnaires were mailed out, the questionnaire number was recorded next to the name of the counselor selected to receive it. Included with the questionnaire was a stamped, self-addressed envelope and a cover letter eliciting the counselor's cooperation in the study. Since the questionnaires were sent through Education Resource Information Center, it was hoped that the prestige of ERIC and The University of Michigan would influence the counselors and encourage their participation. In addition, counselors were promised a summary of results of this study as part of their participation.

Ten days after the initial questionnaires were mailed out, follow-up post cards were sent to those counselors who had not returned the questionnaire.

Twenty days after the mailing of the initial questionnaire, a second copy of the questionnaire, a second self-addressed stamped envelope, and a new cover letter were sent to those members of the population who had still failed to return the questionnaire. No further attempts were made to contact non-responders, and data collection was discontinued after allowing sufficient time for the slow responders to send in their completed questionnaires.

Questionnares were not included in the reported returns or in data analysis if the researcher's record showed that the questionnaire was sent to a male counselor but the questionnaire came back coded as though it had been filled out by a female counselor. This lack of agreement occurred with three questionnaires--all of which were excluded from the sample.

Ten questionnaires were returned but not filled out. These too were not included in the sample, but the written explanations by the non-responders provided information as to the reasons for their non-response. These explanations varied a great deal: One counselor was angry at The University of Michigan and refused to take part in any study connected with it; another complained that it was not endorsed by the state department; two claimed they were just too busy; one did not like the connotations associated with healthy and unhealthy; and five claimed that they could not describe any response they might make without actually seeing and hearing the client.

Some questionnaires were also returned which were not completely filled out. In such cases, the judgment to include or exclude a questionnaire was made individually. If only a few parts of a single response category were left blank, the questionnaire was included. If, however, there were any major omissions of data or a complete lack of data in a category (excluding the open-ended response categories), the questionnaire was not included for data analysis. Three questionnaires were excluded from the study because of incomplete data.

Analysis of the Data

This section describes the procedures used in analyzing and presenting the data collected for this study. It describes

1. The method of presentation for the demographic data;
2. The coding procedures used for analysis of the open-ended response categories;
3. The exploratory hypotheses which provide the focus of this analysis; and
4. The statistical procedures necessary to accommodate the type of data collected in the questionnaire, the factorial design

selected and the focus of the hypotheses to be explored in this study.

Presentation of Demographic Data

The total number of high school counselors who participated in this study and the percentage of the original sample of 342 which these participating counselors represent are reported in Chapter IV.

All participants in this study were requested in the questionnaire to provide the following demographic data: their age, highest degree earned, sex, number of years of counseling experience, and number of years of teaching experience.

Data describing the total sample, the male sample, and the female sample are tabulated and presented in frequency tables in Chapter IV. In addition, the sample is described according to percentages and measures of central tendency.

Coding for Questionnaire Sections II and III

Section II of the questionnaire asked the counselor to give his/her reasons for the appraisal of the client's approach which was made in Section I. These reasons are coded according to the following categories:

Reason Type Code

1. Expressive reasons--reasons which refer to the client's feelings, the client's self concept, the client's ego, insight, or satisfaction.

2. *Instrumental reasons*--reasons which refer to the client's orientation to tasks, to coping, to functioning effectively and meeting the demands made upon him/her from external sources.
3. *Relative reasons*--reasons which suggest that the client is typical or atypical when compared to peers or people in general.
4. *External reasons*--reasons which suggest that if the client has any problem at all, the fault lies not in the client but in some external source: poor schools, bad parents, corrupt society, etc.
5. *No reason*--data provided is regarded as insufficient for appraisal purposes.

Section III of the questionnaire asked the counselor to write down the exact words which he/she would use in replying to the client's statement given in the questionnaire. These verbal statements directed to the client were coded in two ways.

First, each response was coded according to type. The following definitions were used in defining the types of responses given:

Response Type Code

1. *Expressive Response*--primary intent, to explore and establish the nature of the client's feelings, to promote a personal relationship focusing on the client's feelings (feeling orientation).

2. Instrumental Response--primary intent, to explore and establish goals and coping skills, to resolve conflict focusing on demands of reality and adequate responses to them (task orientation).
3. Other--not codible.

Secondly, each resonse was coded according to the projected effect it would have on the client. Essentially coders were asked to put themselves in the position of the client described in the questionnaire and to give their interpretation of the emotional effect that the counselor's reply would have on that client. They were asked to indicate which of the following interpretations of the counselor's affect was inherent in each response:

Response Emotional Content Code

1. Supportive--content of the response would be viewed by the client as very positive and supporting.
2. Potentially Supportive--content of the response would be likely to be viewed by the client as positive and supportive.
3. Neutral--content of the response would be likely to be viewed as non-judgmental and neutral.
4. Potentially Threatening--content of the response would be likely to be viewed by the client as threatening.
5. Threatening--content of the response would be viewed by the client as very threatening and hostile.

Coders selected to work on this study were three individuals with Ph.D.'s in Guidance and Counseling (two males and one female), two individuals who are Ph.D. candidates in Guidance and Counseling (one male and one female), and one practicing social worker with an M.S.W. All coders were from the Ann Arbor area and all received their graduate training from The University of Michigan.

Although coders had some information about this study, none were familiar with the theoretical hypotheses or the exact nature of this study. Coders were also kept completely naive as to the source of the response they were coding; i.e., they did not know whether the response they were coding was written by a male or a female counselor.

After several training sessions were held for the coders, all responses were coded by at least three coders working independently of one another. When at least two of the three coders agreed on an evaluation of a response, the majority opinion was accepted for purposes of data analysis.

Exploratory hypotheses

The following section will present hypotheses to be explored in this study. These hypotheses form the focus of this investigation; they are not, however, directly or individually tested through statistical analysis.

The exploratory hypotheses for this study and the section of the questionnaire that is relevant to each are as follows:

Hypothesis One.--There are differences between the counselors' mean evaluations of the health of clients' approaches which are a function of the counselor's sex, the client's sex, and the client behavior presented. (Questionnaire Section I)

Hypothesis Two.--There are differences between the proportions of counselors giving expressive reasons for their appraisals of client health which are a function of the counselor's sex, the client's sex, and the client behavior presented. (Questionnaire Section II)

Hypothesis Three.--There are differences between the proportions of counselors giving instrumental reasons for their appraisals of client health which are a function of the counselor's sex, the client's sex, and the client behavior presented. (Questionnaire Section II)

Hypothesis Four.--There are differences between the proportions of counselors giving relative reasons for their appraisals of client health which are a function of the counselor's sex, the client's sex,and the client behavior presented. (Questionnaire Section II)

Hypothesis Five.--There are differences between the proportions of counselors giving external reasons for their appraisals of client health which are a function of the counselor's sex, the client's sex, and the client behavior presented. (Questionnaire Section II)

Hypothesis Six.--There are differences between the proportions of counselors citing a lack of data as the reasons for their appraisals of client health which are a function of the counselor's sex, the client's sex, and the client's behavior presented. (Questionnaire Section II)

Hypothesis Seven.--There are differences between the proportions of counselors giving expressive responses to the client's verbal statements which are a function of the counselor's sex, the client's sex, and the client behavior presented. (Questionnaire Secton III)

Hypothesis Eight.--There are differences between the proportions of counselors giving instrumental responses to the client's verbal statements which are a function of the counselor's sex, the client's sex, and the client behavior presented. (Questionnaire Section III)

Hypothesis Nine.--There are differences between the means of the ratings of the emotional content of the counselors' responses to the clients' verbal statements which are a function of the counselor's sex, the client's sex and the client behavior presented. (Questionnaire Section III)

Hypothesis Ten.--There are differences between the counselors' mean evaluations of the appropriateness of counseling responses totally supporting the clients' interpretations of their situations which are a function of the counselor's sex, the client's sex, and the client behavior presented. (Questionnaire Section IV-1)

Hypothesis Eleven.--There are differences between the counselors' mean evaluations of the appropriateness of counseling responses partially supporting the clients' interpretations of their situations which are a function of the counselor's sex, the client's sex, and the client behavior presented. (Questionnaire Section IV-2)

Hypothesis Twelve.--There are differences between the counselors' mean evaluations of the appropriateness of counseling responses partially rejecting the clients' interpretations of their situations which are a function of the counselor's sex, the client's sex, and the client behavior presented. (Questionnaire Section IV-3)

Hypothesis Thirteen.--There are differences between the counselors' mean evaluations of the appropriateness of counseling responses neutrally reflecting the clients' interpretations of their situations which are a function of the counselor's sex, the client's sex, and the client behavior presented. (Questionnaire Section IV-4)

Hypothesis Fourteen.--There are difference between the counselors' mean evaluations of the appropriateness of counseling responses conditionally supporting the clients' interpretations of their situations which are a function of the counselor's sex, the client's sex, and the client behavior presented. (Questionnaire Section IV-5)

Hypothesis Fifteen.--There are differences between the counselors' mean evaluations of the appropriateness of counseling responses totally rejecting the clients' interpretations of their situations which are a function of the counselor's sex, the client's sex, and the client behavior presented. (Questionnaire Section IV-6)

Hypothesis Sixteen.--There are differences between the counselors' tendencies to be pleased or concerned by the clients' behavioral attributes and deficiencies which are a function of the counselor's sex, the client's sex, and the client behavior presented. (Questionnaire Section V-A and V-B)

Hypothesis Seventeen.--There are differences between the counselors' desires to change or modify the clients' approaches which are a function of the counselor's sex, the client's sex, and the client behavior presented. (Questionnaire Section VI)

Statistical Analysis

For each of the seventeen theoretical hypotheses listed here, null hypotheses are used to test for significant differences based upon the sex-match between counselor and client. The following six comparisons of responses are tested in the null hypothesis form for each of the seventeen theoretical hypotheses:

1. Male counselors to all clients.
   Female Counselors to all clients.
2. All counselors to female clients.
   All counselors to male clients.
3. Male counselors to male clients.
   Female counselors to male clients.
4. Male counselors to female clients.
   Male counselors to male clients.
5. Female counselors to female clients.
   Male counselors to female clients.

6. Female counselors to female clients.
   Female counselors to male clients.

Because one hypothesis (16) has two sets of data, there are 108 (6 x 18) null hypotheses tested to collect information relevant to the sex-match.

In addition, each of these 108 null hypotheses is tested as it pertains to each of the four client behavior situations and as it pertains to all client behavior situations combined. Thus, in order to accommodate client sex and counselor sex interaction within and across all four client behavior situations, the null hypothesis must be assumed for a minimum of 540 (108 x 6 x 5) interactions for this study.

All 540 tests of significance were performed and all statistical information relative to each test is presented in summary tables in Chapter IV. Thus, every section of the questionnaire is statistically analyzed according to the interaction of client sex and counselor sex within the client behavior situations and across all client behavior situations. Only those null hypotheses which are rejected will be stated as such in Chapter IV, but the assumption can be made that where the null is not stated no significant differences were found.

Essentially two types of statistical procedures were used with the data collected in this study.

1. Tests comparing two means.-- Data from questionnaire Sections I, III, IV-1, IV-2, IV-3, IV-4, IV-5, IV-6, and VI are analyzed by using analysis of variance of the means of two populations when the variance is unknown. Specifically the "t" statistic is calculated for each test performed using the pooled mean-square estimate of the variance (Dixon and Massey, 1967, p. 121).

2. Tests comparing two proportions.--Data from questionnaire Sections II, III, and V are analyzed by analysis of variance of proportions of two populations. Specifically, a "z" statistic is calculated for each test performed, because with a large N, the difference between two proportions is normally distributed (Dixon and Massey, 1967, p. 232).

Assumptions of the Study

The validity of the findings in the research described here depends upon the accuracy of the following assumptions:

1. A counselor's response to the client in an initial counseling interview is indicative of his subsequent counseling behavior.
2. The questionnaire designed for this study measures a counselor's disposition to respond differentially to clients.
3. The sex of the client, the sex of the counselor, and the client behavior presented are all important variables in determining the direction and type of response that the counselor makes to the client.
4. The sex of the client, the sex of the counselor, and the client behavior presented are all important variables in determining the counselor's evaluation of the approach of the client, his feelings about the client's behavior and expressed attitudes, and his preferred counseling outcome.
5. Situation one in the questionnaire is the antithesis of situation two.

6. Situation three in the questionnaire is the antithesis of situation four.
7. The counselors responding to the questionnaire were honestly reporting their responses.

Limitations of the Study

The research described here is limited by the following considerations:

A. The Population
   1. Since the population used in this study excludes counselors employed in school districts which house grades K-12 in one building, findings from this study will apply to such counselors only to the degree that such counselors resemble those employed in Michigan senior high schools.
   2. Since the population used in this study excludes directors of guidance programs and pupil personnel services, findings from this study will apply to such directors only to the degree that such directors resemble those employed as counselors in Michigan senior high schools.
   3. Since the population used in this study excludes all counselors employed in institutions other than Michigan public high schools, findings from this study will apply to such counselors only to the degree that such counselors resemble those employed in Michigan senior high schools.

B. The Questionnaire

1. Since the responses to the client's statement which are listed in the questionnaire do not exhaust the number of possible responses to the client's statement, the response chosen by the counselor may not be representative of the counselor's actual interview behavior.
2. Even though an attempt was made after the pilot study to equate the possible responses in terms of the attractiveness of language and format, the researcher could not guarantee all bias had been eliminated, and some counselors may have responded to language or format rather than content.

C. The Design

1. Since the design of this study involves the utilization of a questionnaire rather than the analysis of actual counseling interview behavior, only the disposition to behave in one way as opposed to the other alternatives can be measured.
2. Since the validity of the findings obtained in this study is dependent on eliciting a high rate of return of the questionnaire, findings will only be generalized to the extent that sufficient numbers of the sample population return their questionnaires.

CHAPTER IV

FINDINGS

Introduction

This chapter presents the findings obtained in this study and the statistical analyses performed. It will be divided into five major sections:

Description of the Population.--This section will present the demographic data collected from the sample of counselors who participated.

Presentation of the Findings by Exploratory Hypotheses.--This section will present the findings as they pertain to each of the exploratory hypotheses. A table which summarizes the data collected and the statistical tests performed using that data will be presented for each of these exploratory hypotheses. Rejected null hypotheses and the conclusion following from each will be stated.

Summary of the Questionnaire Data and Findings by Client Behavior.--This section will briefly summarize the questionnaire data collected and the significant differences found as they apply to each of the four client behavior situations and as they apply across all client behavior situations.

Selective Statistical Review of the Data.--This section will present data designed to show that in Section II of the questionnaire, a dramatic shift in the direction of the interaction effects occurred.

Summary of the Findings.--This section will list the major findings of this study and the supplemental findings described in Section Four.

Description of the Population

The population selected for this study was a stratified random sample of male and female high school counselors in Michigan--one counselor in every high school designated as a senior high school by the State Department of Education. Thus, the total sample selected numbered 342 high school counselors: 171 males and 171 females. Data for this study were collected between March 1 and April 12, 1972.

Of these 342 high school counselors who received the questionnaire, 254 returned the questionnaire filled out in sufficient detail to be used in the data analysis. Thus 74 per cent of the counselors in the total sample were represented in the findings reported in this study.

Sex

Of the 254 counselor resondents, 123 were male and 131 were female (48 per cent and 52 per cent, respectively).

Educational Attainment

The following frequency distribution describes the highest degrees earned by the counselor-respondents (Table 1).

TABLE 1

COUNSELORS' EDUCATIONAL ATTAINMENT

Degree	Males		Females		All Counselors	
	Number	Percent	Number	Percent	Number	Percent
B.A.	3	2	8	6	11	4
M.A.	104	84	109	83	213	84
Specialist	8	7	5	4	13	5
Ph.D.	0	0	0	0	0	0
No response	8	7	9	7	17	7
TOTAL	123	100	131	100	254	100

Age

The following frequency distribution presents information regarding the ages of the counselor-respondents (Table 2).

The median age of all counselors-respondents was forty. The median age of the female counselors was forty-three; the median age of the male counselors was thirty-seven.

TABLE 2

COUNSELORS AGES

Age	Males		Females		All Counselors	
	Number	Percent	Number	Percent	Number	Percent
22-35	53	43	38	29	91	36
36-50	54	44	53	40	107	42
51-65	15	12	39	30	54	21
No response	1	0	1	0	2	1
TOTAL	123	99	131	99	254	100

Teaching Experience

The following frequency distribution presents information describing years of teaching experience of the counselor-respondents (Table 3).

TABLE 3

COUNSELORS' YEARS OF TEACHING EXPERIENCE

Years of Teaching Experience	Males		Females		All Counselors	
	Number	Percent	Number	Percent	Number	Percent
1-3	19	15	26	20	45	18
4-6	30	24	15	11	45	18
7-9	20	16	20	15	40	16
10-more	47	38	60	46	107	42
No response	07	06	10	07	16	07
TOTAL	123	99	131	99	254	101

Counseling Experience

The following frequency distribution presents information describing years of counseling experience of the counselor-respondents (Table 4).

TABLE 4

COUNSELORS' YEARS OF COUNSELING EXPERIENCE

Years of Counseling Experience	Males		Females		All Counselors	
	Number	Percent	Number	Percent	Number	Percent
1-3	31	25	34	26	65	26
4-6	39	32	30	23	60	27
7-9	22	18	31	24	53	21
10-more	31	25	34	26	65	26
No response	0	0	02	02	02	01
TOTAL	123	100	131	101	254	101

Presentation of the Findings by Exploratory Hypotheses

For each of the seventeen exploratory hypotheses, the following information is presented.

A. The Summary Table.--A summary table presents all tests of significance performed to explore a hypothesis. In many of the summary tables, null hypotheses are rejected, but the rejection is marked with a double or single asterisk. Such rejected null hypotheses are neither stated nor discussed in the text because the test was influenced by a more significant component test or was itself a component of a test showing a more significant interaction. The two columns at the far right of each table provide the information which shows how each test is related to other tests in the table.

B. Rejected Null Hypotheses.--Only those null hypotheses which were tested and rejected are stated in the null hypotheses form; however, the organization of the tables makes clear the number and the nature of each null hypothesis tested as well as the conclusion regarding each.

C. Conclusions.--The conclusions which can be drawn as the result of the rejected null hypotheses are stated.

No attempt is made in this chapter to discuss or interpret the findings, nor is it possible to accept or reject the broad exploratory hypotheses which provide the focus for the statistical analysis performed here.

All significant differences which were found as a result of statistical analysis are presented in this chapter. For the purpose of this study, differences were assumed to be significant when the null hypotheses could be rejected at or beyond the .05 level of confidence.

The nature of the statement of a conclusion following from the rejection of a null hypothesis equating means is determined by the side of the neutral point on the scale on which the means are located. The group whose mean is located furthest from the neutral point of the scale is presented in the conclusion as being more characteristic of the quality being explored than the group whose mean is located closer to the neutral point. The nature of the statement of a conclusion following from the rejection of a null hypothesis equating proportions of the Questionnaire (Sections II and III) is simply stated in terms of one group being more characteristic of the quality being explored than is another group. In Questionnaire Sections V-A and V-B (a forced choice response category), conclusions which follow from the rejection of null hypotheses equating proportions are stated in two forms to reflect the dual nature of data tested.

1. Hypothesis One.--There are differences between the counselor's mean evaluation of the health of the client's approaches which are a function of the counselor's sex, the client's sex and the client behavior presented (Questionnaire Section I).
    - A. The Summary Table.--Table 5 presents the thirty t-tests which were performed to explore the nature of this interaction.
    - B. Rejected Null Hypotheses.--The following null hypotheses were rejected:
        - 12. There is no difference between the mean of the male counselors and the mean of the female counselors in their response to Questionnaire Section I for the dependent male client.
        - 17. There is no difference between the mean of the male counselors and the mean of the female counselors in their response to Questionnaire Section I for the high achieving female client.
    - C. Conclusions.--Based upon the null hypotheses which were rejected, the following conclusions can be drawn:
        - 12. Male counselors evaluate the dependent male client as significantly more heathy than do female counselors.
        - 17. Male counselors evaluate the high achieving female client as significantly more healthy than do female counselors.

TABLE 6

MEAN DEGREES OF COUNSELORS' APPRAISALS OF CLIENT HEALTH

Independent Variables and Constants				N	Mean*	SD	t-test	Conclusion Regarding Null Hypothesis	Line Numbers of Component Tests	Line Number of Test of Which This is a Component
Line Number of Test	Sex of Counselor	Sex of Client	Behavior of Client							
1	M	M F	1	58 58	2.6 2.7	.89 .93	-0.4823	accept	—	9, 23
2	M	M F	2	57 59	2.1 2.4	.83 .95	-1.8110	accept	—	9, 24
3	M	M F	3	58 60	2.2 2.1	.98 .89	-0.8059	accept	—	9, 25
4	M	M F	4	57 59	2.8 2.9	1.06 1.15	-0.3636	accept	—	9, 26
5	F	M F	1	61 63	2.5 2.6	.82 .96	-0.9769	accept	—	10, 23
6	F	M F	2	62 64	2.7 2.5	1.20 1.11	1.1080	accept	—	10, 24
7	F	M F	3	62 58	2.5 2.7	1.10 1.08	-0.6896	accept	—	10, 25
8	F	M F	4	62 63	3.0 3.1	1.11 1.22	-0.3274	accept	—	10, 26
9	M	M F	ALL	230 236	2.5 2.5	.92 1.08	-0.7780	accept	1,2,3,4	21
10	F	M F	ALL	247 248	2.7 2.7	1.07 1.12	-0.4068	accept	5,6,7,8	21
11	M F	M	1	58 61	2.6 2.4	.88 .88	1.4281	accept	—	19, 27
12	M F	M	2	57 62	2.1 2.7	.83 1.03	-3.4583	reject	—	19, 28
13	M F	M	3	58 62	2.2 2.5	.92 1.18	-1.0895	accept	—	19, 29
14	M F	M	4	57 62	2.8 3.0	1.06 1.11	-1.2976	accept	—	19, 30
15	M F	F	1	58 63	2.7 2.6	.92 .96	0.9763	accept	—	20, 27
16	M F	F	2	59 58	2.4 2.5	.95 1.11	-0.4144	accept	—	20, 28
17	M F	F	3	60 56	2.1 2.7	.89 1.08	-2.6546	reject	—	20, 29
18	M F	F	4	59 63	2.9 3.1	1.15 1.22	-1.2468	accept	—	20, 30
19	M F	M	ALL	226 242	2.5 2.7	.93 1.17	-2.1375	reject**	11,⑫,13,14	22
20	M F	F	ALL	236 240	2.5 2.7	1.08 1.07	-1.7588	accept	15,16,17,18	22
21	ALL	M F	ALL	473 482	2.6 2.7	1.08 1.05	-0.791	accept	9,10	—
22	M F	ALL	ALL	462 483	2.5 2.7	1.02 1.07	-2.783	reject**	⑲,20	21
23	ALL	M F	1	119 121	2.5 2.6	.94 .96	-1.0163	accept	1,5	21
24	ALL	M F	2	119 123	2.4 2.4	.90 1.13	-0.2795	accept	2,6	21
25	ALL	M F	3	120 116	2.5 2.4	1.10 1.05	0.1226	accept	3,7	21
26	ALL	M F	4	119 122	2.9 3.0	1.18 1.09	-0.6750	accept	4,8	21
27	M F	ALL	1	116 124	2.7 2.5	.91 .92	1.6909	accept	11,15	22
28	M F	ALL	2	116 120	2.3 2.6	.91 1.04	-3.5826	reject**	⑫,16	22
29	M F	ALL	3	117 118	2.2 2.6	.87 1.11	-2.6368	reject**	13,⑰	22
30	M F	ALL	4	116 125	2.8 3.1	1.11 1.07	-1.8032	accept	14,18	22

* Numerical values for response categories:
1 = very healthy
2 = basically healthy
3 = no opinion
4 = basically unhealthy
5 = very unhealthy

** This significant difference is not discussed in the text because either a more significant component test is discussed or a more significant test of which this is a component is discussed. Refer to the circled test in the columns on the right.

II. Hypothesis Two.--There are differences between the proportions of counselors giving expressive reasons for their appraisals of client health which are a function of the counselor's sex, the client's sex, and the client behavior present (Questionnaire Section II).

A. The Summary Table.--Table 6 presents the thirty t-tests which were performed to explore the nature of this interaction.

B. Rejected Null Hypotheses.--The following null hypotheses were rejected:

1. There is no difference between the proportion of male counselors giving expressive reasons for their health evaluation of the independent male client and the proportion giving expressive reasons for their health evaluation of the independent female client.

3. There is no difference between the proportion of male counselors giving expressive reasons for their health evaluation of the high achieving male client and the proportion giving expressive reasons for their health evaluation of the high achieving female client.

4. There is no difference between the proportion of male counselors giving expressive reasons for their health evaluation of the low achieving male client and the proportion giving expressive reasons for their health evaluation of the low achieving female client.

14. There is no difference between the proportion of male counselors giving expressive reasons for their health evaluation of the low achieving male client and the proportion

TABLE 6

COUNSELORS RESPONDING WITH EXPRESSIVE RATINGS FOR THEIR APPRAISALS OF CLIENT HEALTH

Independent Variables and Constants				Number Assigning Expressive Ratings	Total Number in Population	(%) Percentage Assigning Expressive Ratings	Conclusion Regarding Null Hypothesis	Line Numbers of Component Tests	Line Number of Test of Which This is a Component
Line Number of Test	Sex of Counselor	Sex of Client	Category of Client						
1	M	M F	1	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	reject	—	9, 23
2	M	M F	2	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	—	9, 24
3	M	M F	3	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	reject	—	9, 25
4	M	M F	4	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	reject	—	9, 26
5	F	M F	1	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	—	10, 23
6	F	M F	2	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	—	10, 24
7	F	M F	3	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	—	10, 25
8	F	M F	4	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	—	10, 26
9	M	M F	ALL	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	1,2,3,4	21
10	F	M F	ALL	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	5,6,7,8	21
11	M F	M	1	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	—	19, 27
12	M F	M	2	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	—	19, 28
13	M F	M	3	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	—	19, 29
14	M F	M	4	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	reject	—	19, 30
15	M F	F	1	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	reject	—	20, 27
16	M F	F	2	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	reject	—	20, 28
17	M F	F	3	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	—	20, 29
18	M F	F	4	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	—	20, 30
19	M F	M	ALL	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	11,12,13,14	22
20	M F	F	ALL	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	15,16,17,18	22
21	ALL	M F	ALL	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	9,10	—
22	M F	ALL	ALL	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	19,20	21
23	ALL	M F	1	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	1,5	21
24	ALL	M F	2	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	2,6	21
25	ALL	M F	3	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	reject*	③,7	21
26	ALL	M F	4	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	4,8	21
27	M F	ALL	1	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	reject*	11,⑮	22
28	M F	ALL	2	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	12,16	22
29	M F	ALL	3	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	13,17	22
30	M F	ALL	4	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	14,18	22

* This significant difference is not discussed in the text because either a more significant component test is discussed or a more significant test of which this is a component is discussed. Refer to the circled test in the columns on the right.

of female counselors giving expressive reasons for their health evaluation of the low achieving male client.

15. There is no difference between the proportion of male counselors giving expressive reasons for their health evaluation of the independent female client and the proportion of female counselors giving expressive reasons for their health evaluation of the independent female client.

16. There is no difference between the proportion of male counselors giving expressive reasons for their health evaluation of the dependent female client and the proportion of female counselors giving expressive reasons for their health evaluation of the dependent female client.

C. Conclusions.--

1. Male counselors give significantly more expressive reasons for their health evaluation of the independent female client than they do for their health evaluation of the independent male client.

3. Male counselors give significantly more expressive reasons for their health evaluation of the high achieving female client than they do for their health evaluation of the high achieving male client.

4. Male counselors give significantly more expressive reasons for their health evaluation of the low achieving male client than they do for their health evaluation of the low achieving female client.

14. Male counselors give significantly more expressive reasons than do female counselors for their health evaluation of the low achieving male client.
15. Male counselors give significantly more expressive reasons than do female counselors for their health evaluation of the health of the independent female client.
16. Female counselors give significantly more expressive reasons than do male counselors for their health evaluation of the dependent female client.

III. *Hypothesis Three*.--There are differences between the proportions of counselors giving instrumental reasons for their appraisals of client health which are a function of the counselor's sex, the client's sex and the client behavior presented (Questionnaire Section II).

A. *The Summary Table*.--Table 7 presents the thirty t-tests which were performed to explore the nature of this interaction.

B. *Rejected Null Hypotheses*.--The following null hypotheses were rejected:

1. There is no difference between the proportion of male counselors giving instrumental reasons for their health evaluation of the independent male client and the proportion giving instrumental reasons for their health evaluation of the independent female client.
3. There is no difference between the proportion of male counselors giving instrumental reasons for their health evaluation of the high achieving male client and the

TABLE 7

COUNSELORS RESPONDING WITH INSTRUMENTAL REASONS FOR THEIR APPRAISALS OF CLIENT HEALTH

Independent Variables and Constants				Number Responding Instrumental Reasons	Total Number in Population	(%) Percentage Responding Instrumental Reasons	Conclusion Regarding Null Hypothesis	Line Numbers of Component Tests	Line Number of Test of Which This is a Component
Number of Test	Sex of Counselor	Sex of Client	Behavior of Client						
1	M	M F	1	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	reject	—	9, 23
2	M	M F	2	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	—	9, 24
3	M	M F	3	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	reject	—	9, 25
4	M	M F	4	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	—	9, 26
5	F	M F	1	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	reject	—	10, 23
6	F	M F	2	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	—	10, 24
7	F	M F	3	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	—	10, 25
8	F	M F	4	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	—	10, 26
9	M	M F	ALL	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	reject*	1,2,3,4	21
10	F	M F	ALL	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	5,6,7,8	21
11	M F	M	1	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	—	19, 27
12	M F	M	2	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	—	19, 28
13	M F	M	3	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	reject	—	19, 29
14	M F	M	4	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	reject	—	19, 30
15	M F	F	1	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	reject	—	20, 27
16	M F	F	2	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	—	20, 28
17	M F	F	3	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	—	20, 29
18	M F	F	4	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	—	20, 30
19	M F	M	ALL	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	11,12,13,14	22
20	M F	F	ALL	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	reject*	15,16,17,18	22
21	ALL	M F	ALL	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	reject*	9,10	—
22	M F	ALL	ALL	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	19,20	21
23	ALL	M F	1	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	1,5	21
24	ALL	M F	2	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	2,6	21
25	ALL	M F	3	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	reject*	3,7	21
26	ALL	M F	4	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	4,8	21
27	M F	ALL	1	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	reject*	11,15	22
28	M F	ALL	2	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	12,16	22
29	M F	ALL	3	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	13,17	22
30	M F	ALL	4	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	reject*	14,18	22

* This significant difference is not discussed in the text because either a more significant component test is discussed or a more significant test of which this is a component is discussed. Refer to the circled test in the column on the right.

proportion giving instrumental reasons for their health evaluation of the high achieving female client.

8. There is no difference between the proportion of female counselors giving instrumental reasons for their health evaluation of the independent male client and the proportion giving instrumental reasons for their health evaluation of the independent female client.
9. There is no difference between the proportion of male counselors giving instrumental reasons for their health evaluation of male clients and the proportion giving instrumental reasons for their health evaluation of the female client.
13. There is no difference between the proportion of male counselors giving instrumental reasons for their health evaluation of the high achieving male client and the proportion of female counselors giving instrumental reasons for their health evaluations of the high achieving male client.
14. There is no difference between the proportion of male counselors and the proportion of female counselors giving instrumental reasons for their health evaluation of the low achieving male client.
15. There is no difference between the proportion of male counselors and the proportion of female counselors giving instrumental reasons for their health evaluation of the independent female client.

20. There is no difference between the proportion of male counselors and the proportion of female counselors giving instrumental reasons for their health evaluation of female clients.

21. There is no difference between the proportion of all counselors giving instrumental reasons for their health evaluation of the male clients and the proportion of counselors giving instrumental reasons for their evaluations of the female clients.

C. Conclusions.--Based upon the null hypotheses which were rejected, the following conclusions can be drawn.

1. Male counselors give significantly more instrumental reasons for their evaluation of the health of the independent male client than they do for their evaluation of the health of the independent female client.

3. Male counselors give significantly more instrumental reasons for their evaluation of the health of the high achieving male client than they do for their evaluation of the health of the high achieving female client.

5. Female counselors give significantly more instrumental reasons for their evaluation of the health of the independent female client than they do for their evaluation of the health of the independent male client.

9. Male counselors give significantly more instrumental reasons for their evaluation of the health of male clients than they do for their evaluation of the health of female clients.

13. Male counselors give significantly more instrumental reasons for their evaluation of the health of the high achieving male clients than do female counselors.

14. Female counselors give significantly more instrumental reasons for their evaluation of the health of the low achieving male client than do male counselors.

15. Female counselors give significantly more instrumental reasons for their evaluation of the health of the independent female client than do male counselors.

20. Female counselors give significantly more instrumental reasons for their evaluation of the health of male clients than they do for their evaluation of the health of female clients.

IV. Hypothesis Four.--There are differences between the proportions of counselors giving relative reasons for their appraisals of client health which are a function of the counselor's sex, the client's sex and the client behavior presented.

A. The Summary Table.--Table 8 presents the thirty t-tests which were performed to explore the nature of this interaction.

B. Rejected Null Hypotheses.--The following null hypothesis was rejected:

TABLE 9

[illegible]

Independent Variables and Constants				Number Responding Relative Reasons	Total Number in Population	(%) Percentage Responding Relative Reasons	Conclusion Regarding Null Hypothesis	Item Numbers of Concomitant Tests	Item Number of Test of Which This is a Component
Number of Test	Sex of Counselor	Sex of Client	[illegible] of Client						
1	M	M F	1	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
2	M	M F	2	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
3	M	M F	3	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
4	M	M F	4	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
5	F	M F	1	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
6	F	M F	2	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
7	F	M F	3	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
8	F	M F	4	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
9	M	M F	ALL	[illegible]	[illegible]	[illegible]	accept	[illegible]	[illegible]
10	F	M F	ALL	[illegible]	[illegible]	[illegible]	accept	[illegible]	[illegible]
11	M F	M	1	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
12	M F	M	2	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
13	M F	M	3	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
14	M F	M	4	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
15	M F	F	1	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
16	M F	F	2	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
17	M F	F	3	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
18	M F	F	4	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
19	M F	M	ALL	[illegible]	[illegible]	[illegible]	accept	[illegible]	[illegible]
20	M F	F	ALL	[illegible]	[illegible]	[illegible]	accept	[illegible]	[illegible]
21	ALL	M F	ALL	[illegible]	[illegible]	[illegible]	accept	[illegible]	—
22	M F	ALL	ALL	[illegible]	[illegible]	[illegible]	reject	[illegible]	[illegible]
23	ALL	M F	1	[illegible]	[illegible]	[illegible]	accept	[illegible]	[illegible]
24	ALL	M F	2	[illegible]	[illegible]	[illegible]	accept	[illegible]	[illegible]
25	ALL	M F	3	[illegible]	[illegible]	[illegible]	accept	[illegible]	[illegible]
26	ALL	M F	4	[illegible]	[illegible]	[illegible]	accept	[illegible]	[illegible]
27	M F	ALL	1	[illegible]	[illegible]	[illegible]	accept	[illegible]	[illegible]
28	M F	ALL	2	[illegible]	[illegible]	[illegible]	accept	[illegible]	[illegible]
29	M F	ALL	3	[illegible]	[illegible]	[illegible]	accept	[illegible]	[illegible]
30	M F	ALL	4	[illegible]	[illegible]	[illegible]	accept	[illegible]	[illegible]

22. There is no difference between the proportion of male counselors and the proportion of female counselors giving relative reasons for their health evaluation of clients.

C. Conclusions.--Based upon the null hypothesis which was rejected, the following conclusion can be drawn:

22. Male counselors give significantly more relative reasons for their evaluation of the health of clients than do female counselors.

V. Hypothesis Five.--There are differences between the proportions of counselors giving external reasons for their appraisals of client health which are a function of the counselor's sex, the client's sex and the client behavior presented (Questionnaire Section II).

A. The Summary Table.--Table 9 presents the thirty t-tests which were performed to explore the nature of this interaction.

B. Rejected Null Hypotheses.--The following null hypotheses were rejected:

1. There is no difference between the proportion of male counselors giving external reasons for their health evaluation of the independent male client and the proportion giving external reasons for their health evaluation of the independent female client.

2. There is no difference between the proportion of male counselors giving external reasons for their health evaluation of the dependent male client and the proportion giving external reasons for their health evaluation of the dependent female client.

TABLE [illegible]

[illegible] FOR 15 APPRAISALS OF CLIENT HEALTH

Independent Variables and Constants				[illegible]	Total Number in Population	(%) [illegible]	Conclusion Regarding Null Hypothesis	Line Numbers of Component Tests	Line Number of Test of Which This is a Component
Line Number of Test	Sex of Counselor	Sex of Client	Behavior of Client						
1	M	–	[illegible]	[illegible]	[illegible]	[illegible]	reject	–	9, 23
2	M	–	[illegible]				reject	–	9, 24
3	M	–	[illegible]				accept	–	9, 25
4	M	–	[illegible]				accept	–	9, 26
5	F	–	[illegible]				accept	–	10, 23
6	F	–	[illegible]				accept	–	10, 24
7	F	–	[illegible]				accept	–	10, 25
8	F	–	[illegible]				accept	–	10, 26
9	M	–	Ign				accept	1,2,3,4	21
10	F	–	Ign				accept	5,6,7,8	21
11	–	M	[illegible]				accept	–	19, 27
12	–	M	[illegible]				accept	–	19, 28
13	–	M	[illegible]				accept	–	19, 29
14	–	M	[illegible]				accept	–	19, 30
15	–	F	[illegible]				accept	–	20, 27
16	–	F	[illegible]				reject	–	20, 28
17	–	F	[illegible]				accept	–	20, 29
18	–	F	[illegible]				accept	–	20, 30
19	–	M	Ign				accept	11,12,13,14	22
20	–	F	Ign				accept	15,16,17,18	22
21	Ign	–	Ign				accept	9,10	–
22	–	Ign	Ign				accept	19,20	21
23	Ign	–	[illegible]				reject*	1,5	21
24	Ign	–	[illegible]				reject*	2,6	21
25	Ign	–	[illegible]				accept	3,7	21
26	Ign	–	[illegible]				accept	4,8	21
27	–	Ign	[illegible]				accept	11,15	22
28	–	Ign	[illegible]				reject*	12,16	22
29	–	Ign	[illegible]				accept	13,17	22
30	–	Ign	[illegible]				accept	14,18	22

* This significant difference is not discussed in the text because either a more significant component test is discussed or a more inclusive test of which this is a component is discussed. Refer to the circled test (s) columns on the right.

16. There is no difference between the proportion of male counselors and the proportion of female counselors giving external reasons for their health evaluation of the dependent female client.

C. Conclusions.--Based upon the null hypotheses which were rejected, the following conclusions can be drawn:

1. Male counselors give significantly more external reasons for their evaluation of the health of the independent male client than for their evaluation of the health of the independent female client.

2. Male counselors give significantly more external reasons for their evaluation of the health of the dependent female client than for their evaluation of the health of the dependent female client.

16. Male counselors give significantly more external reasons for their evaluation of the health of the dependent female client than do female counselors.

VI. Hypothesis Six.--There are differences between the proportions of counselors citing a lack of data as the reason for their appraisals of client health which are a function of the counselor's sex, the client's sex and the client behavior presented (Questionnaire Section II).

A. The Summary Table.--Table 10 presents the thirty t-tests which were performed to explore the nature of this interaction.

TABLE 10

COUNSELORS CITING LACK OF DATA AS THE REASON FOR THEIR APPRAISAL OF CLIENT HEALTH

Independent Variables and Constants				Number Recognizing Lack of Data	Total Number in Population	(%) Percentage Recognizing Lack of Data	Conclusion Regarding Null Hypothesis	Line Numbers of Component Tests	Line Number of Test of Which This Is a Component
Line Number of Test	Sex of Counselor	Sex of Client	Behavior of Client						
1	M	constant	1	[illegible]	[illegible]	[illegible]	accept	—	9, 23
2	M	constant	2	[illegible]	[illegible]	[illegible]	accept	—	9, 24
3	M	constant	3	[illegible]	[illegible]	[illegible]	accept	—	9, 25
4	M	constant	4	[illegible]	[illegible]	[illegible]	accept	—	9, 26
5	F	constant	1	[illegible]	[illegible]	[illegible]	accept	—	10, 23
6	F	constant	2	[illegible]	[illegible]	[illegible]	accept	—	10, 24
7	F	constant	3	[illegible]	[illegible]	[illegible]	accept	—	10, 25
8	F	constant	4	[illegible]	[illegible]	[illegible]	accept	—	10, 26
9	M	constant	ALL	[illegible]	[illegible]	[illegible]	accept	1,2,3,4	21
10	F	constant	ALL	[illegible]	[illegible]	[illegible]	accept	5,6,7,8	21
11	constant	M	1	[illegible]	[illegible]	[illegible]	reject	—	19, 27
12	constant	M	2	[illegible]	[illegible]	[illegible]	accept	—	19, 28
13	constant	M	3	[illegible]	[illegible]	[illegible]	accept	—	19, 29
14	constant	M	4	[illegible]	[illegible]	[illegible]	accept	—	19, 30
15	constant	F	1	[illegible]	[illegible]	[illegible]	accept	—	20, 27
16	constant	F	2	[illegible]	[illegible]	[illegible]	accept	—	20, 28
17	constant	F	3	[illegible]	[illegible]	[illegible]	reject	—	20, 29
18	constant	F	4	[illegible]	[illegible]	[illegible]	accept	—	20, 30
19	constant	M	ALL	[illegible]	[illegible]	[illegible]	accept	11,12,13,14	22
20	constant	F	ALL	[illegible]	[illegible]	[illegible]	accept	15,16,17,18	22
21	ALL	constant	ALL	[illegible]	[illegible]	[illegible]	accept	9,10	—
22	constant	ALL	ALL	[illegible]	[illegible]	[illegible]	accept	19,20	21
23	ALL	constant	1	[illegible]	[illegible]	[illegible]	accept	1,5	21
24	ALL	constant	2	[illegible]	[illegible]	[illegible]	accept	2,6	21
25	ALL	constant	3	[illegible]	[illegible]	[illegible]	accept	3,7	21
26	ALL	constant	4	[illegible]	[illegible]	[illegible]	reject	4,8	21
27	constant	ALL	1	[illegible]	[illegible]	[illegible]	reject*	11,15	22
28	constant	ALL	2	[illegible]	[illegible]	[illegible]	accept	12,16	22
29	constant	ALL	3	[illegible]	[illegible]	[illegible]	reject*	13,17	22
30	constant	ALL	4	[illegible]	[illegible]	[illegible]	accept	14,18	22

* This significant difference is not discussed in the text because either a more significant component test is discussed or a more significant test of which this is a component is discussed. Refer to the circled test in the column on the right.

B. Rejected Null Hypotheses.--The following null hypotheses were rejected:

11. There is no difference between the proportion of male counselors and the proportion of female counselors citing insufficient data as the reason for their health evaluation of the independent male client.

17. There is no difference between the proportion of male counselors and the proportion of female counselors citing insufficient data as the reason for their health evaluation of the high achieving female client.

26. There is no difference between the proportion of counselors citing insufficient data as the reasons for their health evaluation of the low achieving male client and the proportion citing insufficient data as the reason for their health evaluation of the low achieving female client.

C. Conclusions.--Based upon the null hypohteses which were rejected, the following conclusions can be drawn:

11. Female counselors cite insufficient data as the reason for their evaluation of the health of the independent male client significantly more than do male counselors.

17. Female counselors cite insufficient data as the reason for their evaluation of the health of the high achieving female client significantly more than do male counselors.

26. All counselors cite insufficient data as the reason for their evaluation of the health of the low achieving female client

significantly more than they do for the low achieving male client.

VII. Hypothesis Seven.--There are differences between the proportions of counselors giving expressive responses to the clients' verbal statements which are a function of the counselor's sex, the client's sex and the client behavior presented.

A. The Summary Table.--Table 11 presents the thirty t-tests which were performed to explore the nature of this interaction.

B. Rejected Null Hypotheses.--The following null hypotheses were rejected:

4. There is no difference between the proportion of male counselors giving expressive responses to the low achieving male client and the proportion giving expressive responses to the low achieving female client.

11. There is no difference between the proportion of male counselors and the proportion of female counselors giving expressive responses to the independent male client.

18. There is no difference between the proportion of male counselors and the proportion of female counselors giving expressive responses to the low achieving female client.

C. Conclusions.--Based upon the null hypotheses which were rejected, the following conclusions can be drawn:

4. Male counselors give significantly more expressive responses to the low achieving male client than to the low achieving female client.

TABLE 11

COUNSELORS GIVING EXPRESSIVE RESPONSES TO CLIENTS' VERBAL STATEMENTS

Independent Variables and Constants				Number Responding Expressive Responses	Total Number in Population	Percentage Responding Expressive Responses	Conclusion Regarding Null Hypothesis	Line Numbers of Component Tests	Line Number of Test of Which This is a Component
Number of Test	Sex of Counselor	Sex of Client	Behavior of Client						
1	M	M F	1	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	—	9, 23
2	M	M F	2	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	—	9, 24
3	M	M F	3	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	—	9, 25
4	M	M F	4	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	reject	—	9, 26
5	F	M F	1	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	—	10, 23
6	F	M F	2	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	—	10, 24
7	F	M F	3	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	—	10, 25
8	F	M F	4	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	—	10, 26
9	M	M F	ALL	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	1, 2, 3, 4	21
10	F	M F	ALL	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	5, 6, 7, 8	21
11	M F	M	1	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	reject	—	19, 27
12	M F	M	2	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	—	19, 28
13	M F	M	3	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	—	19, 29
14	M F	M	4	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	—	19, 30
15	M F	F	1	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	—	20, 27
16	M F	F	2	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	—	20, 28
17	M F	F	3	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	—	20, 29
18	M F	F	4	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	reject	—	20, 30
19	M F	M	ALL	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	11, 12, 13, 14	22
20	M F	F	ALL	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	15, 16, 17, 18	22
21	ALL	M F	ALL	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	9, 10	—
22	M F	ALL	ALL	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	19, 20	21
23	ALL	M F	1	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	1, 5	21
24	ALL	M F	2	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	2, 6	21
25	ALL	M F	3	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	3, 7	21
26	ALL	M F	4	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	4, 8	21
27	M F	ALL	1	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	11, 15	22
28	M F	ALL	2	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	12, 16	22
29	M F	ALL	3	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	13, 17	22
30	M F	ALL	4	[illegible] [illegible]	[illegible] [illegible]	[illegible] [illegible]	accept	14, 18	22

11. Female counselors give significantly more expressive responses to the independent male clients than do male counselors.

12. Female counselors give significantly more expressive responses to the low achieving female client than do male counselors.

VIII. Hypothesis Eight.--There are differences between the proportions of counselors giving instrumental responses to the clients' verbal statements which are a function of the counselor's sex, the client's sex and the client behavior presented (Questionnaire Section II)

A. The Summary Table.--Table 13 presents the thirty z-tests which were performed to explore the nature of this interaction.

B. Rejected Null Hypothesis.--The following null hypothesis was rejected:

11. There is no difference between the proportion of male counselors and the proportion of female counselors giving instrumental responses to the independent male client.

C. Conclusions.--Based upon the null hypothesis which was rejected, the following conclusion can be drawn:

11. Male counselors give significantly more instrumental responses to independent male clients than do female counselors.

IX. Hypothesis Nine.--There are differences between the means of the ratings of the emotional content of the counselors' responses to the clients' verbal statements which are a function of the counselor's sex, the client's sex and the client behavior presented. (Questionnaire Section

[illegible]

[illegible]

[illegible]				[illegible]	[illegible]	[illegible]	Conclusion Regarding Null Hypothesis	Line Numbers of Component Tests	Line Number of Test of Which This is a Component
[illegible]	[illegible]	[illegible]	[illegible]						
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	accept	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	accept	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	reject	—	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	accept	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	accept	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	accept	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	accept	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	accept	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	accept	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	accept	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	accept	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	accept	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	accept	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	accept	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	accept	[illegible]	[illegible]

A. The Summary Table.--Table 13 presents the thirty t-tests which were performed to explore the nature of this interaction.

B. Rejected Null Hypotheses.--The following null hypotheses were rejected:

3. There is no difference between the mean of the emotional content ratings of the male counselors' responses to the high achieving male client and the mean of the emotional content ratings of the male counselors' responses to the high achieving female client.

6. There is no difference between the mean of the emotional content ratings of the female counselors' responses to the dependent male client and the mean of the emotional content ratings of the female counselors' responses to the dependent female client.

8. There is no difference between the mean of the emotional content ratings of the female counselors' responses to the low achieving male client and the mean of the emotional content ratings of the female counselors' responses to the low achieving female client.

12. There is no difference between the mean of the emotional content ratings of the male counselors' responses to the dependent male client and the mean of the emotional content ratings of the female counselors' responses to the dependent male client.

18. There is no difference between the mean of the emotional content ratings of the male counselors' responses to the

TABLE 10

EMOTIONAL CONTENT RATINGS OF COUNSELORS' RESPONSES TO CLIENTS' VERBAL STATEMENTS

Independent Variables and Constants				N	Mean*	SD	z-Score	Conclusion Regarding Null Hypothesis	Line Numbers of Component Tests	Line Number of Test of Which This is a Component
Line Number of Test	Sex of Counselor	Sex of Client	Behavior of Client							
1	M		1	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
2	M		2	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
3	M		3	[illegible]	[illegible]	[illegible]	[illegible]	reject	—	[illegible]
4	M		4	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
5	F		1	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
6	F		2	[illegible]	[illegible]	[illegible]	[illegible]	reject	—	[illegible]
7	F		3	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
8	F		4	[illegible]	[illegible]	[illegible]	[illegible]	reject	—	[illegible]
9	M		ALL	[illegible]	[illegible]	[illegible]	[illegible]	accept	[illegible]	[illegible]
10	F		ALL	[illegible]	[illegible]	[illegible]	[illegible]	accept	[illegible]	[illegible]
11		M	1	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
12		M	2	[illegible]	[illegible]	[illegible]	[illegible]	reject	—	[illegible]
13		M	3	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
14		M	4	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
15		F	1	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
16		F	2	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
17		F	3	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
18		F	4	[illegible]	[illegible]	[illegible]	[illegible]	reject	—	[illegible]
19		M	ALL	[illegible]	[illegible]	[illegible]	[illegible]	reject**	[illegible]	[illegible]
20		F	ALL	[illegible]	[illegible]	[illegible]	[illegible]	accept	[illegible]	[illegible]
21	ALL		ALL	[illegible]	[illegible]	[illegible]	[illegible]	accept	[illegible]	—
22		ALL	ALL	[illegible]	[illegible]	[illegible]	[illegible]	reject	[illegible]	[illegible]
23	ALL		1	[illegible]	[illegible]	[illegible]	[illegible]	accept	[illegible]	[illegible]
24	ALL		2	[illegible]	[illegible]	[illegible]	[illegible]	accept	[illegible]	[illegible]
25	ALL		3	[illegible]	[illegible]	[illegible]	[illegible]	accept	[illegible]	[illegible]
26	ALL		4	[illegible]	[illegible]	[illegible]	[illegible]	accept	[illegible]	[illegible]
27		ALL	1	[illegible]	[illegible]	[illegible]	[illegible]	accept	[illegible]	[illegible]
28		ALL	2	[illegible]	[illegible]	[illegible]	[illegible]	reject**	[illegible]	[illegible]
29		ALL	3	[illegible]	[illegible]	[illegible]	[illegible]	accept	[illegible]	[illegible]
30		ALL	4	[illegible]	[illegible]	[illegible]	[illegible]	reject**	[illegible]	[illegible]

* Numerical values for the response categories:
1 = very supportive
2 = supportive
3 = neutral
4 = threatening
5 = very threatening

** This significant difference is not discussed in the text because either a more significant component test is discussed or a more significant test of which this is a component is discussed. Refer to the circled test in the column on the right.

low achieving female client and the mean of the emotional content ratings of the female counselors' responses to the low achieving female client.

22. There is no difference between the mean of the emotional content ratings of the male counselors' responses to all clients and the mean of the emotional content ratings of the female counselors' responses to all clients.

G. Conclusions.--Based upon the null hypotheses which were rejected, the following conclusions can be drawn:

3. Male counselors are significantly more supportive in their responses to the high achieving male client than to the high achieving female client.
6. Female counselors are significantly more supportive in their responses to the dependent female client than to the dependent male client.
8. Female counselors are significantly more threatening in their responses to the low achieving female client than to the low achieving male client.
17. Male counselors are significantly more supportive in their responses to the dependent male client than are female counselors.
18. Female counselors are significantly more threatening in their responses to the low achieving female client than are male counselors.

22. Female counselors are significantly more threatening in their responses to all clients than are male counselors.

X. Hypothesis Ten.--There are differences between the counselors' mean evaluations of the appropriateness of counseling responses totally supporting the clients' interpretations of their situation which are a function of the counselor's sex, the client's sex and the client behavior presented (Questionnaire Section IV-1).

A. The Summary Table.--Table 14 presents the thirty t-tests which were performed to explore the nature of this interaction.

B. Rejected Null Hypotheses.--The following null hypotheses were rejected:

15. There is no difference between the mean of the male counselors and the mean of the female counselors in their response to Questionnaire Section IV-1 for the independent female client.

20. There is no difference between the mean of the male counselors and the mean of the female counselors in their response to Questionnaire Section IV-1 for all female clients.

29. There is no difference between the mean of the male counselors and the mean of the female counselors in their response to Questionnaire Section IV-1 for all high achieving clients.

C. Conclusions.--Based upon the null hypotheses which were rejected, the following conclusions can be drawn:

TABLE 16

COUNSELOR'S MEAN APPROPRIATENESS EVALUATIONS OF TOTALLY SUPPORTING RESPONSES

Independent Variables and Constants				N	Mean*	SD	Z-Score	Conclusion Regarding Null Hypothesis	Item Numbers of Component Tests	Item Number of Test of Which This is a Component
Number of Test	Sex of Counselor	Sex of Client	Behavior of Client							
1	M	M F	1	[illegible]	[illegible]	[illegible]	1.0724	accept	--	9, 23
2	M	M F	2	[illegible]	[illegible]	[illegible]	0.3910	accept	--	9, 24
3	M	M F	3	[illegible]	[illegible]	[illegible]	-1.0012	accept	--	9, 25
4	M	M F	4	[illegible]	[illegible]	[illegible]	-0.0337	accept	--	9, 26
5	F	M F	1	[illegible]	[illegible]	[illegible]	-0.5029	accept	--	10, 23
6	F	M F	2	[illegible]	[illegible]	[illegible]	-0.7179	accept	--	10, 24
7	F	M F	3	[illegible]	[illegible]	[illegible]	0.0619	accept	--	10, 25
8	F	M F	4	[illegible]	[illegible]	[illegible]	-1.3058	accept	--	10, 26
9	M	M F	ALL	[illegible]	[illegible]	[illegible]	0.1050	accept	1, 2, 3, 4	21
10	F	M F	ALL	[illegible]	[illegible]	[illegible]	-1.2278	accept	5, 6, 7, 8	21
11	M F	M	1	[illegible]	[illegible]	[illegible]	-0.2779	accept	--	19, 27
12	M F	M	2	[illegible]	[illegible]	[illegible]	-0.3921	accept	--	19, 28
13	M F	M	3	[illegible]	[illegible]	[illegible]	-1.0278	accept	--	19, 29
14	M F	M	4	[illegible]	[illegible]	[illegible]	-0.0470	accept	--	19, 30
15	M F	F	1	[illegible]	[illegible]	[illegible]	-2.2143	reject	--	20, 27
16	M F	F	2	[illegible]	[illegible]	[illegible]	-1.0510	accept	--	20, 28
17	M F	F	3	[illegible]	[illegible]	[illegible]	-1.0360	accept	--	20, 29
18	M F	F	4	[illegible]	[illegible]	[illegible]	-1.0238	accept	--	20, 30
19	M F	M	ALL	[illegible]	[illegible]	[illegible]	-1.3280	accept	11, 12, 13, 14	22
20	M F	F	ALL	[illegible]	[illegible]	[illegible]	-3.6073	reject	15, 16, 17, 18	22
21	ALL	M F	ALL	[illegible]	[illegible]	[illegible]	-0.778	accept	9, 10	--
22	M F	ALL	ALL	[illegible]	[illegible]	[illegible]	-3.938	reject**	19, ⑳	21
23	ALL	M F	1	[illegible]	[illegible]	[illegible]	0.6778	accept	1, 5	21
24	ALL	M F	2	[illegible]	[illegible]	[illegible]	0.4658	accept	2, 6	21
25	ALL	M F	3	[illegible]	[illegible]	[illegible]	-1.1366	accept	3, 7	21
26	ALL	M F	4	[illegible]	[illegible]	[illegible]	-1.5235	accept	4, 8	21
27	M F	ALL	1	[illegible]	[illegible]	[illegible]	-1.3474	accept	11, 15	22
28	M F	ALL	2	[illegible]	[illegible]	[illegible]	-1.3782	accept	12, 16	22
29	M F	ALL	3	[illegible]	[illegible]	[illegible]	-2.6227	reject	13, 17	22
30	M F	ALL	4	[illegible]	[illegible]	[illegible]	-1.8328	accept	14, 18	22

* Numerical values for the response categories:
1 = very appropriate
2 = appropriate
3 = neutral
4 = inappropriate
5 = very inappropriate

** This significant difference is not discussed in the text because either a more significant component test is discussed or a more significant test of which this is a component is discussed. Refer to the circled test in the columns on the right.

19. Female counselors rate a totally supportive response as significantly more inappropriate for use with the independent female client than do male counselors.

20. Female counselors rate a totally supportive response as significantly more inappropriate for use with all female clients than do male counselors.

21. Female counselors rate a totally supportive response as significantly more inappropriate for use with all high achieving clients than do male counselors.

XI. Hypothesis Eleven.--There are differences between the counselors' mean evaluations of the appropriateness of counseling responses partially supportive of the clients' interpretations of their situations which are a function of the counselor's sex, the client's sex and the client behavior presented (Questionnaire Section IV-2).

A. The Summary Table.--Table 13 presents the thirty t-tests which were performed to explore the nature of this interaction.

B. Rejected Null Hypotheses.--No null hypotheses were rejected.

C. Conclusions.--No conclusions can be drawn.

XII. Hypothesis Twelve.--There are differences between the counselors' mean evaluations of the appropriateness of counseling responses partially rejecting the clients' interpretations of their situations which are a function of the counselor's sex, the client's sex and the client behavior presented (Questionnaire Section IV-3).

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1	[illegible]	[illegible]	1	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
2	[illegible]	[illegible]	2	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
3	[illegible]	[illegible]	3	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
4	[illegible]	[illegible]	4	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
5	[illegible]	[illegible]	1	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
6	[illegible]	[illegible]	2	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
7	[illegible]	[illegible]	3	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
8	[illegible]	[illegible]	4	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
9	[illegible]	[illegible]	All	[illegible]	[illegible]	[illegible]	[illegible]	accept	1,2,3,4	[illegible]
10	[illegible]	[illegible]	All	[illegible]	[illegible]	[illegible]	[illegible]	accept	5,6,7,8	[illegible]
11	[illegible]	[illegible]	1	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
12	[illegible]	[illegible]	2	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
13	[illegible]	[illegible]	3	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
14	[illegible]	[illegible]	4	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
15	[illegible]	[illegible]	1	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
16	[illegible]	[illegible]	2	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
17	[illegible]	[illegible]	3	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
18	[illegible]	[illegible]	4	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	[illegible]
19	[illegible]	[illegible]	All	[illegible]	[illegible]	[illegible]	[illegible]	accept	11,12,13,14	[illegible]
20	[illegible]	[illegible]	All	[illegible]	[illegible]	[illegible]	[illegible]	accept	15,16,17,18	[illegible]
21	All	[illegible]	All	[illegible]	[illegible]	[illegible]	[illegible]	accept	9,10	—
22	[illegible]	All	All	[illegible]	[illegible]	[illegible]	[illegible]	accept	19,20	[illegible]
23	All	[illegible]	1	[illegible]	[illegible]	[illegible]	[illegible]	accept	1,5	[illegible]
24	All	[illegible]	2	[illegible]	[illegible]	[illegible]	[illegible]	accept	2,6	[illegible]
25	All	[illegible]	3	[illegible]	[illegible]	[illegible]	[illegible]	accept	3,7	[illegible]
26	All	[illegible]	4	[illegible]	[illegible]	[illegible]	[illegible]	accept	4,8	[illegible]
27	[illegible]	All	1	[illegible]	[illegible]	[illegible]	[illegible]	accept	11,15	[illegible]
28	[illegible]	All	2	[illegible]	[illegible]	[illegible]	[illegible]	accept	12,16	[illegible]
29	[illegible]	All	3	[illegible]	[illegible]	[illegible]	[illegible]	accept	13,17	[illegible]
30	[illegible]	All	4	[illegible]	[illegible]	[illegible]	[illegible]	accept	14,18	[illegible]

* Numerical values for the response categories:
1 = very appropriate
2 = appropriate
3 = neutral
4 = inappropriate
5 = very inappropriate

A. The Summary Table.--Table 28 presents the thirty t-tests which were performed to explore the nature of this interaction.

B. Rejected Null Hypotheses.--The following null hypotheses were rejected:

26. There is no difference between the mean of all counselors in their response to Questionnaire Section IV-3 for the low achieving male client and the mean of all counselors in their response to Questionnaire Section IV-3 for the low achieving female client.

27. There is no difference between the mean of the male counselors and the mean of the female counselors in their response to Questionnaire Section IV-3 for all independent clients.

C. Conclusions.--Based upon the null hypotheses which were rejected, the following conclusions can be drawn:

26. All counselors rate a partially rejecting response as significantly more appropriate for use with the low achieving male client than for use with the low achieving female client.

27. Female counselors rate a partially rejecting response as significantly more appropriate for use with all independent clients than do male counselors.

XIII. Hypothesis Thirteen.--There are differences between the counselors' mean evaluations of the appropriateness of counseling responses neutrally reflecting the clients' interpretations of their

TABLE 16

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
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[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
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[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
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[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

* Numerical values for the response categories:
1 = very appropriate
2 = appropriate
3 = neutral
4 = inappropriate
5 = very inappropriate

situations which are a function of the counselor's sex, the client's sex and the client behavior presented (Questionnaire Section IV-4).

A. The Summary Table.—Table 17 presents the thirty t-tests which were performed to explore the nature of this interaction.

B. Rejected Null Hypotheses.—The following null hypotheses were rejected:

22. There is no difference between the mean of the male counselors and the mean of the female counselors in their response to Questionnaire Section IV-4 for all clients.

28. There is no difference between the mean of all counselors in their response to Questionnaire Section IV-4 for the dependent male client and the mean of all counselors in their response to Questionnaire Section IV-4 for the dependent female client.

29. There is no difference between the mean of all counselors in their response to Questionnaire Section IV-4 for the high achieving male client and the mean of all counselors in their response to Questionnaire Section IV-4 for the high achieving female client.

30. There is no difference between the mean of the male counselors and the mean of the female counselors in their response to Questionnaire Section IV-4 for all low achieving clients.

C. Conclusions.—Based upon the null hypotheses which were rejected, the following conclusions can be drawn:

TABLE 17

COUNSELORS' MEAN APPROPRIATENESS EVALUATIONS OF NEUTRALLY REFLECTING RESPONSES

Independent Variables and Constants				N	Mean*	SD	t-Test	Conclusion Regarding Null Hypothesis	Line Numbers of Component Tests	Line Number of Test of which This is a Component
Line Number of Test	Sex of Counselor	Sex of Client	Behavior of Client							
1	M	M F	1	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	9, 23
2	M	M F	2	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	9, 24
3	M	M F	3	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	9, 25
4	M	M F	4	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	9, 26
5	F	M F	1	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	10, 23
6	F	M F	2	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	10, 24
7	F	M F	3	[illegible]	[illegible]	[illegible]	[illegible]	reject**	—	10, ⑳
8	F	M F	4	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	10, 26
9	M	M F	All	[illegible]	[illegible]	[illegible]	[illegible]	accept	1,2,3,4	21
10	F	M F	All	[illegible]	[illegible]	[illegible]	[illegible]	accept	5,6,7,8	21
11	M F	M	1	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	19, 27
12	M F	M	2	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	19, 28
13	M F	M	3	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	19, 29
14	M F	M	4	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	19, 30
15	M F	F	1	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	20, 27
16	M F	F	2	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	20, 28
17	M F	F	3	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	20, 29
18	M F	F	4	[illegible]	[illegible]	[illegible]	[illegible]	accept	—	20, 30
19	M F	M	All	[illegible]	[illegible]	[illegible]	[illegible]	reject**	11,12,13,14	㉒
20	M F	F	All	[illegible]	[illegible]	[illegible]	[illegible]	accept	15,16,17,18	22
21	All	M F	All	[illegible]	[illegible]	[illegible]	[illegible]	accept	9,10	—
22	M F	All	All	[illegible]	[illegible]	[illegible]	[illegible]	reject	19,20	[illegible]
23	All	M F	1	[illegible]	[illegible]	[illegible]	[illegible]	accept	1,5	21
24	All	M F	2	[illegible]	[illegible]	[illegible]	[illegible]	reject	2,6	21
25	All	M F	3	[illegible]	[illegible]	[illegible]	[illegible]	reject	3,7	21
26	All	M F	4	[illegible]	[illegible]	[illegible]	[illegible]	accept	4,8	21
27	M F	All	1	[illegible]	[illegible]	[illegible]	[illegible]	accept	11,15	22
28	M F	All	2	[illegible]	[illegible]	[illegible]	[illegible]	accept	12,16	22
29	M F	All	3	[illegible]	[illegible]	[illegible]	[illegible]	accept	13,17	22
30	M F	All	4	[illegible]	[illegible]	[illegible]	[illegible]	reject	14,18	22

* Numerical values for response categories:
1 = very appropriate
2 = appropriate
3 = neutral
4 = inappropriate
5 = very inappropriate

** This significant difference is not discussed in the text because either a more significant component test is discussed or a more significant test of which this is a component is discussed. Refer to the circled test in the column on the right.

7. Female counselors rate a neutrally reflecting response as significantly more appropriate for use with the high achieving male client than for use with the high achieving female client.

22. Female counselors rate a neutrally reflecting response as significantly more appropriate for use with all clients than do male counselors.

24. All counselors rate a neutrally reflecting response as significantly more appropriate for use with the dependent female client than for use with the dependent male client.

25. All counselors rate a neutrally reflecting response as significantly more appropriate for use with the high achieving male client than for use with the high achieving female client.

30. Female counselors rate a neutrally reflecting response as significantly more appropriate for use with the low achieving client than do male counselors.

XIV. Hypothesis Fourteen.--There are differences between the counselors' mean evaluations of the appropriateness of counseling responses controlling and conditionally supporting the the clients' interpretations of their situations which are a function of the counselor's sex, the client's sex, and the client behavior presented (Questionnaire Section IV-3).

A. The Summary Table.--Table 18 presents the thirty t-tests which were performed to explore the nature of this interaction.

[illegible]

[illegible]

[illegible]				[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]							
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
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[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
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[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

B. Rejected Null Hypotheses.--The following null hypotheses were rejected:

5. There is no difference between the mean of the male counselors in their response to Questionnaire Section IV-3 for the dependent male client and the mean of the male counselors in their response to Questionnaire Section IV-3 for the dependent female client.

12. There is no difference between the mean of the male counselors and the mean of the female counselors in their response to Questionnaire Section IV-1.

15. There is no difference between the mean of the male counselors and the mean of the female counselors in their response to Questionnaire Section IV-1 for the independent female client.

17. There is no difference between the mean of the male counselors and the mean of the female counselors in their response to Questionnaire Section IV-1 for the high achieving female client.

32. There is no difference between the mean of the male counselors and the mean of the female counselors in their response to Questionnaire Section IV-1 for all clients.

36. There is no difference between the mean of all counselors in their response to Questionnaire Section IV-3 for the low achieving male client and the mean of all counselors in their response to Questionnaire Section IV-3 for the low achieving female client.

C. Conclusions.--Based upon the null hypotheses which were rejected, the following conclusions can be drawn:

2. Male counselors rate a controlling and conditionally supportive response as significantly more appropriate for use with a dependent female client than for use with a dependent male client.

12. Female counselors rate a controlling and conditionally supportive response as significantly more appropriate for use with the independent male client than do male counselors.

13. Female counselors rate a controlling and conditionally supportive response as significantly more appropriate for use with the independent female client than do male counselors.

17. Female counselors rate a controlling and conditionally supportive response as significantly more appropriate to use with the high achieving female client than do male counselors.

22. Female counselors rate a controlling and conditionally supportive response as significantly more appropriate for use with all clients than do male counselors.

26. All counselors rate a controlling and conditionally supportive response as significantly more appropriate for use with a low achieving male client than for use with a low achieving female client.

XV. Hypothesis Fifteen.--There are differences between the counselors' mean evaluations of the appropriateness of counseling responses totally rejecting the clients' interpretations of their situations which are a function of the counselor's sex, the client's sex and the client behavior presented (Questionnaire Section IV-G).

A. The Summary Table.--Table IX presents the thirty t-tests which were performed to explore the nature of this interaction.

B. Rejected Null Hypotheses.--The following null hypotheses were rejected:

I. There is no difference between the mean of the female counselors in their response to Questionnaire Section IV-G for the high achieving male client and the mean of the female counselors in their response to Questionnaire Section IV-G for the high achieving female client.

II. There is no difference between the mean of the female counselors in their response to Questionnaire Section IV-G for the low achieving male client and the mean of the female counselors in their response to Questionnaire Section IV-G for the low achieving female client.

III. There is no difference between the mean of all counselors in their response to Questionnaire Section IV-G for the independent male client and the mean of all counselors in their response to Questionnaire Section IV-G for the independent female client.

C. Conclusions.--Based upon the null hypotheses which were rejected, the following conclusions can be drawn:

I. Female counselors rate a totally rejecting response as significantly more appropriate for use with the high

[illegible]

* Numerical values for response categories:
1 = very appropriate
2 = appropriate
3 = neutral
4 = inappropriate
5 = very inappropriate

achieving female client than for use with the high achieving male client.

8. Female counselors rate a totally rejecting response as significantly more appropriate for use with the low achieving female client than for use with the low achieving male client.

23. All counselors rate a totally rejecting response as significantly more inappropriate for use with the independent male client than for use with the independent female client.

XVI. Hypothesis Sixteen.--There are differences between the counselors' tendencies to be pleased or concerned by the clients' behavioral attributes and deficiencies which are a function of the counselor's sex, the client's sex and the client behavior presented (Questionnaire Section V-A and V-B).

A. The Summary Tables.--Tables 20 and 21 present the sixty t-tests which were performed to explore the nature of this interaction.

B. Rejected Null Hypotheses.--The following null hypotheses were rejected:

V-A

12. There is no difference between the proportion of male counselors and the proportion of female counselors selecting response 1 for the dependent male clients on Questionnaire Section V-A.

17. There is no difference between the proportion of male counselors and the proportion of female counselors selecting

2

TABLE 20

COUNSELORS WHO ARE PLEASED AND CONCERNED BY CLIENT BEHAVIOR (V-A)

Independent Variables and Constants				Number and Percentage Response 1 V-A*		Number and Percentage Response 2 V-A		Total Number	Conclusion Regarding Null Hypothesis	Line Numbers of Component Tests	Line Number of Test of Which This is a Component
Number of Test	Sex of Counselor	Sex of Client	Behavior of Client								
1	M	M	1	46	80.70	11	19.30	57	accept	—	9, 23
		F		42	70.00	18	30.00	60			
2	M	M	2	16	29.60	38	70.40	54	accept	—	9, 24
		F		25	40.98	36	59.02	61			
3	M	M	3	39	65.00	21	35.00	60	accept	—	9, 25
		F		30	54.50	25	45.50	55			
4	M	M	4	30	58.80	21	41.20	51	accept	—	9, 26
		F		30	55.50	24	44.50	54			
5	F	M	1	52	86.70	8	13.30	60	accept	—	10, 23
		F		47	73.00	17	27.00	64			
6	F	M	2	28	47.40	31	52.60	59	accept	—	10, 24
		F		25	40.98	36	59.02	61			
7	F	M	3	45	71.40	18	28.60	63	accept	—	10, 25
		F		42	42.40	16	27.60	58			
8	F	M	4	28	57.11	21	42.90	49	accept	—	10, 20
		F		34	61.80	21	38.20	55			
9	M	M	ALL	131	59.01	91	40.99	222	accept	1,2,3,4	21
		F		127	55.22	103	44.78	230			
10	F	M	ALL	153	66.23	78	33.77	231	accept	5,6,7,8	21
		F		148	62.18	90	37.82	233			
11	M	M	1	46	80.70	11	19.30	57	accept	—	19, 27
	F			52	86.60	8	13.40	60			
12	M	M	2	16	29.60	38	70.40	54	reject	—	19, 28
	F			28	47.40	31	52.60	59			
13	M	M	3	39	65.40	21	35.00	60	accept	—	19, 29
	F			45	71.40	18	28.60	63			
14	M	M	4	30	58.80	21	41.20	51	accept	—	19, 30
	F			28	57.10	21	42.90	49			
15	M	F	1	42	70.00	18	30.00	60	accept	—	20, 27
	F			47	73.40	17	26.60	64			
16	M	F	2	25	40.98	36	59.02	61	accept	—	20, 28
	F			25	40.98	36	59.02	61			
17	M	F	3	30	54.50	25	45.50	55	reject	—	20, 29
	F			42	72.40	16	27.60	58			
18	M	F	4	30	55.50	24	44.50	54	accept	—	20, 30
	F			34	61.80	21	38.20	55			
19	M	M	ALL	131	59.01	91	40.99	222	accept	11,12,13,14	22
	F			153	66.23	78	33.77	231			
20	M	F	ALL	127	55.22	103	44.78	230	accept	15,16,17,18	22
	F			148	62.18	90	37.82	238			
21	ALL	M	ALL	258	57.08	194	42.92	452	reject	9,10	—
		F		301	64.18	168	35.82	469			
22	M	ALL	ALL	258	57.08	194	42.92	452	reject	19,20	21
	F			301	64.18	168	35.82	469			
23	ALL	M	1	93	83.80	29	16.20	117	reject	1,5	21
		F		89	71.70	35	28.30	124			
24	ALL	M	2	44	39.93	69	60.07	113	accept	2,6	21
		F		50	40.98	72	59.02	122			
25	ALL	M	3	84	68.39	39	31.71	123	accept	3,7	21
		F		72	63.70	41	36.30	113			
26	ALL	M	4	58	58.00	42	42.00	100	accept	4,8	21
		F		64	58.71	45	41.29	109			
27	M	ALL	1	88	75.21	29	24.79	117	accept	11,15	22
	F			99	79.83	25	20.17	124			
28	M	ALL	2	41	35.65	74	64.35	115	accept	12,16	22
	F			53	44.16	67	55.84	120			
29	M	ALL	3	69	60.00	46	40.00	115	accept	13,17	22
	F			87	71.90	34	28.10	121			
30	M	ALL	4	60	57.15	45	42.85	105	accept	14,18	22
	F			62	59.61	42	40.39	104			

* Response 1 V-A indicates concern; Response 2 V-A indicates pleasure.

TABLE 21

COUNSELORS WHO ARE PLEASED AND CONCERNED BY CLIENT BEHAVIOR (V-B)

Independent Variables and Constants				Number and Percentage Response 1 V-B*		Number and Percentage Response 2 V-B*		Total Number	Conclusion Regarding Null Hypothesis	Line Numbers of Component Tests	Line Number of Test of Which This is a Component
Line Number of Test	Sex of Counselor	Sex of Client	Behavior of Client								
1	M	M	1	20	43.40	26	56.60	46	accept	—	9, 23
		F		22	46.50	25	53.50	47			
2	M	M	2	31	67.30	15	32.70	46	accept	—	9, 24
		F		36	78.20	10	21.80	46			
3	M	M	3	29	59.10	20	40.90	49	accept	—	9, 25
		F		28	58.30	20	41.70	48			
4	M	M	4	46	83.60	9	16.40	55	accept	—	9, 26
		F		35	68.60	16	31.40	51			
5	F	M	1	27	51.90	25	48.10	52	accept	—	10, 23
		F		23	45.00	28	55.00	51			
6	F	M	2	46	83.60	9	16.40	55	accept	—	10, 24
		F		38	71.60	15	28.40	53			
7	F	M	3	42	82.30	9	17.70	51	accept	—	10, 25
		F		41	78.80	11	21.20	52			
8	F	M	4	49	84.40	9	15.60	58	accept	—	10, 20
		F		48	88.80	6	11.20	54			
9	M	M	ALL	126	64.29	70	35.71	196	accept	1,2,3,4	21
		F		121	63.02	71	36.98	192			
10	F	M	ALL	164	75.93	52	24.07	216	accept	5,6,7,8	21
		F		150	71.43	60	28.57	210			
11	M	M	1	20	43.40	26	56.60	46	accept	—	19, 27
	F			27	51.90	25	43.10	52			
12	M	M	2	31	67.30	15	32.70	46	accept	—	19, 28
	F			46	83.60	9	16.40	55			
13	M	M	3	29	59.10	20	40.90	49	reject**	—	19, (29)
	F			42	82.30	9	17.40	51			
14	M	M	4	46	83.60	9	16.40	55	accept	—	19, 30
	F			49	84.40	9	15.60	58			
15	M	F	1	22	46.50	25	53.50	47	accept	—	20, 27
	F			23	45.00	28	55.00	51			
16	M	F	2	36	78.20	10	21.80	46	accept	—	20, 28
	F			38	71.60	15	28.40	53			
17	M	F	3	28	58.30	20	41.70	48	reject**	—	20, (29)
	F			41	78.80	11	21.20	52			
18	M	F	4	35	68.60	16	31.40	51	reject	—	20, 30
	F			48	88.80	6	11.20	54			
19	M	M	ALL	126	64.29	70	35.71	196	reject**	11,12,13,14	(22)
	F			164	75.93	52	24.07	216			
20	M	F	ALL	121	63.02	71	36.98	192	accept	15,16,17,18	22
	F			150	71.43	60	28.57	210			
21	ALL	M	ALL	247	63.66	141	36.34	388	reject	9,10	—
		F		314	73.71	112	26.29	426			
22	M	ALL	ALL	347	63.66	141	36.34	338	reject	19,20	21
	F			314	73.71	112	26.29	426			
23	ALL	M	1	47	47.95	51	52.05	98	accept	1,5	21
		F		45	47.95	[illegible]	43.88	93			
24	ALL	M	2	77	76.23	24	24.77	101	accept	2,6	21
		F		74	74.74	25	25.26	99			
25	ALL	M	3	71	71.00	29	29.00	100	accept	3,7	21
		F		69	69.00	31	31.00	100			
26	ALL	M	4	95	84.07	18	15.93	113	accept	4,8	21
		F		83	79.04	22	20.96	105			
27	M	ALL	1	42	45.16	51	54.84	93	accept	11,15	22
	F			50	48.54	53	51.46	103			
28	M	ALL	2	67	72.82	25	27.18	92	accept	12,16	22
	F			84	77.77	24	22.23	108			
29	M	ALL	3	57	58.76	40	41.24	97	reject	13,17	22
	F			83	80.58	20	19.42	103			
30	M	ALL	4	81	76.41	25	23.59	106	accept	14,18	22
	F			92	86.60	15	13.40	112			

* Response 1 V-B indicates conern; Response 2 V-B indicates pleasure.

** This significant difference is not discussed in the text because either a more significant component test is discussed or a more sionificant test of which this is a component is discussed. Refer to the circled test in the columns on the right.

response 1 for the high achieving female client on Questionnaire Section V-A.

21. There is no difference between the proportion of all counselors selecting response 1 for male clients and the proportion of all counselors selecting response 1 for female clients on Questionnaire Section V-A.

22. There is no difference between the proportion of all male counselors and the proportion of all female counselors selecting response 1 on Questionnaire Section V-A.

23. There is no difference between the proportion of all counselors selecting response 1 for the independent male clients and the proportion of all counselors selecting response 1 for the independent female client on Questionnaire Section V-A.

V-B

18. There is no difference between the proportion of male counselors and the proportion of female counselors selecting response 1 for the low achieving female client on Questionnaire Section V-B.

21. There is no difference between the proportion of all counselors selecting response 1 for male clients and the proportion of all counselors selecting response 1 for female clients on Questionnaire Section V-B.

22. There is no difference between the proportion of all male counselors and the proportion of all female counselors selecting response 1 on Questionnaire Section V-B.

29. There is no difference between the proportion of male counselors and the proportion of female counselors selecting response 1 for all high achieving clients on Questionnaire Section V-B.

C. Conclusions.--Based upon the hull hypotheses which were rejected, the following conclusions can be drawn:

V-A

12. Significantly more male counselors than female counselors were pleased because the dependent male client was sensitive to the feelings and opinions of others.

Significantly fewer male counselors than female counselors were concerned because the dependent male client was so dependent on the opinions of others.

17. Significantly more female counselors than male counselors were concerned because the high achieving female client's self-image was so dependent on achievement.

Significantly fewer female counselors than male counselors were pleased because the high achieving female client was getting real pleasure from accomplishment.

21. Significantly more counselors selected responses which indicated concern rather than pleasure with regard to female client behavior than with regard to male client behavior.

22. Significantly more female than male counselors selected responses indicating concern rather than pleasure with regard to client behavior.

23. Significantly more counselors were concerned because the independent male client was not sensitive than they were because the independent female client was not sensitive. Significantly fewer counselors were pleased because the independent male client was able to function independently than they were because the independent female was able to function independently.

V-B

18. Significantly more female than male counselors were concerned because the low achieving female client was so comfortable doing only what is easy.
    Significantly fewer female than male counselors were pleased because the low achieving female client did what was necessary and was happy.
21. Significantly more counselors selected responses which indicated concern rather than pleasure with regard to female client behavior than with regard to male client behavior.
22. Significantly more female than male counselors selected responses which indicated concern rather than pleasure with regard to client behavior.
29. Significantly more female than male counselors were concernedbecause the high achieving clients were driving themselves so hard.
    Significantly fewer female than male counselors were pleased because the high achieving clients were fully using their potential.

XVII. Hypothesis Seventeen.--There are differences between the counselors' desires to change or modify the clients' approaches which are a function of the counselor's sex, the client's sex and the client behavior presented (Questionnaire Section VI).

A. The Summary Table.--Table 22 presents the thirty t-tests which were performed to explore the nature of the interaction.

B. Rejected Null Hypotheses.--The following null hypotheses were rejected:

16. There is no difference between the mean of the male counselors and the mean of the female counselors in their response to Questionnaire Section VI for the dependent female client.

26. There is no difference between the mean of all counselors in their response to Questionnaire Section VI for the low achieving male client and the mean of all counselors in their response to Questionnaire Section VI for the low achieving female client.

29. There is no difference between the mean of the male counselors and the mean of the female counselors in their response to Questionnaire Section VI for all high achieving clients.

C. Conclusions.--Based upon the null hypotheses which were rejected, the following conclusions can be drawn:

16. Female counselors have a significantly stronger desire to change the behavior of the dependent female client than do male counselors.

TABLE 22

COUNSELORS' MEAN EVALUATIONS OF THE NEED FOR THE CLIENTS TO CONTINUE OR CHANGE PRESENT BEHAVIOR

Independent Variables and Constants				N	Mean*	SD	t-test	Conclusion Regarding Null Hypothesis	Line Numbers of Component Tests	Line Number of Test of Which This is a Component
Line Number of Test	Sex of Counselor	Sex of Client	Behavior of Client							
1	M	M F	1	58 58	4.0 3.9	.74 .60	0.6284	accept	–	9, 23
2	M	M F	2	57 59	3.4 3.2	1.11 1.13	0.5448	accept	–	9, 24
3	M	M F	3	54 60	3.1 3.3	1.14 1.07	-0.6705	accept	–	9, 25
4	M	M F	4	57 59	3.9 3.7	1.03 1.05	0.8526	accept	–	9, 26
5	F	M F	1	61 63	3.9 4.0	.88 .63	-0.4897	accept	–	10, 23
6	F	M F	2	62 64	3.5 3.7	1.10 1.14	-0.7819	accept	–	10, 24
7	F	M F	3	62 59	3.6 3.8	.93 [illegible]	-1.1078	accept	–	10, 25
8	F	M F	4	62 63	3.9 3.5	1.08 1.27	1.8743	accept	–	10, 20
9	M	M F	ALL	226 236	3.6 3.5	1.07 1.02	0.7353	accept	1,2,3,4	21
10	F	M F	ALL	247 246	3.7 3.7	1.01 1.00	0.0116	accept	5,6,7,8	21
11	M F	M	1	58 61	4.0 3.9	.74 .88	0.8861	accept	–	19, 27
12	M F	M	2	57 62	3.4 3.5	1.11 1.10	-0.7364	accept	–	19, 28
13	M F	M	3	54 62	3.1 3.6	1.14 .93	-2.7788	reject**	–	19, ㉙
14	M F	M	4	57 62	3.9 3.9	1.03 1.08	-0.3911	accept	–	19, 30
15	M F	F	1	58 63	3.9 4.0	.60 .63	-0.3432	accept	–	20, 27
16	M F	F	2	59 64	3.2 3.7	1.13 1.14	-2.0371	reject	–	20, 28
17	M F	F	3	60 56	3.3 3.8	1.07 .79	-3.2599	reject**	–	20, ㉙
18	M F	F	4	59 63	3.7 3.5	1.05 1.27	0.7326	accept	–	20, 30
19	M F	M	ALL	226 247	3.6 3.7	1.07 1.07	-1.5449	accept	11,12,13,14	22
20	M F	F	ALL	236 246	3.5 3.7	1.02 1.00	-2.3643	reject**	15,⑯,⑰,18	22
21	ALL	M F	ALL	473 482	3.7 3.6	1.04 1.02	0.561	accept	9,10	–
22	M F	ALL	ALL	462 493	3.6 3.7	1.04 1.00	-2.769	reject**	19,20,㉙	21
23	ALL	M F	1	119 121	3.9 3.9	.81 .62	0.1690	accept	1,5	21
24	ALL	M F	2	119 123	3.4 3.5	1.10 1.15	-0.1841	accept	2,6	21
25	ALL	M F	3	116 116	3.4 3.5	1.05 .98	-0.9627	accept	3,7	21
26	ALL	M F	4	119 122	3.9 3.6	1.05 1.17	1.9846	reject	4,8	21
27	M F	ALL	1	116 124	4.0 3.9	.67 .76	0.4970	accept	11,15	22
28	M F	ALL	2	116 126	3.3 3.6	1.12 1.12	-1.9374	reject**	12,⑯	22
29	M F	ALL	3	114 118	3.2 3.7	1.10 .86	-4.1979	reject	13,17	22
30	M F	ALL	4	116 125	3.8 3.7	1.04 1.19	0.2758	accept	14,18	22

* Numerical values for the response categories:

1 = strongly favoring continuation of present behavior
2 = favoring continuation of present behavior
3 = neutral
4 = favoring a change in behavior
5 = strongly favoring a change in behavior

** This significant difference is not discussed in the text because either a more significant component test is discussed or a more significant test of which this is a component is discussed. Refer to the circled test in the columns on the right.

26. All counselors have a significantly stronger desire to change the behavior of the low achieving male client than that of the low achieving female client.

29. Female counselors have a significantly stronger desire to change the behavior of all high achieving clients than do male counselors.

Presentation of Findings and Questionnaire Data by Client Behavior

Situation I--The Independent Client[1]

Behavior Appraisals: Table 5

Survey Data.--Counselors were asked to evaluate the health of the client's approach to the situation on a scale where 1 equalled very health and 5 equalled very unhealthy. Male counselors gave the independent client a mean health rating of 2.7. Female counselors gave a mean health rating of 2.5. Because mean ratings of client health are clearly located on the positive side of the health scale, one can conclude that independent clients are more often seen as healthy than as unhealthy.

Significant Differences.--There were no significant differences in the counselors' appraisals of the health of the independent client which were a function of the sex of the counselor or the sex of the client.

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[1] Lines 1, 5, 11, 15, 23, and 27 on all tables.

Reasons for Health Appraisals: Tables 6-10

Survey Data.--Counselors were asked to write their reason for the health appraisal given. Approximately 35 per cent of the counselors gave expressive reasons for their evaluations of client health; 35 per cent gave instrumental reasons. The remaining 30 per cent gave either external relative, or cited insufficient data as the reasons for the health appraisal which was made.

Significant Differences.-- There were several significant differences which were a function of the sex of the counselor and the sex of the client. The most important of these differences--over 70 per cent of all responses fell into these two categories--were those which concerned the relative proportions of male and female counselors giving expressive and instrumental reasons for their health appraisals of independent male and female clients.

Male counselors gave significantly more expressive reasons for their evaluations of the independent female client than did female counselors (56 per cent to 23 per cent, respectively). Female counselors gave significantly more instrumental reasons for their evaluations of the independent female client than did male counselors (52 per cent to 13 per cent, respectively).

Male counselors gave significantly more expressive reasons for their evaluations of the health of the independent female client than for the independent male client (56 per cent to 29 per cent, respectively). Female counselors gave significantly more instrumental reasons for their evaluation of the health of the independent female client than for the independent male client (52 per cent to 32 per cent, respectively).

Male counselors also gave significantly more instrumental reasons for their evaluation of the health of the independent male client than for the independent female client (43 per cent to 13 per cent, respectively).

Two additional significant differences were found; however, these involved only small proportions of the total responses. Male counselors gave significantly more external reasons for their evaluations of the independent male client than for the independent female client (8 per cent to 0 per cent, respectively). Female counselors cited insufficient data as a reason for their evaluation of the independent male client significantly more than do male counselors (23 per cent to 7 per cent, respectively).

Responses to Client's Statement: Tables 11-13

Survey Data.--Counselors were asked to write the exact words they would use in response to the client's statement. Responses were coded according to type (expressive, intrumental, or other) and emotional content (supportive, neutral, or threatening). On the emotional content scale 1equalled very supportive and 5 equaled very threatening. Approximately 70 per cent of all counselors gave expressive responses to the client's statement; approximately 27 per cent gave instrumental responses. Male counselors gave the independent client responses which received a mean emotional content rating of 3.4. Female counselors gave the independent client responses which received a mean emotional content rating of 3.5. Thus both means were located on the negative side of the emotional content scale, which suggests that when the client exhibited independent behavior, counselors tended to be more threatening than supportive in their responses.

Significant Differences.--Two significant differences in the type of responses which the counselors gave the client were found. Male counselors gave significantly more instrumental responses to the independent male client than did female counselors (35 per cent to 17 per cent, respectively). Female counselors gave significantly more expressive responses to the independent male client than to the independent female client (80 per cent to 62 per cent, respectively).

There were no significant differences found in the emotional content of the counselors' responses to the client which were a function of the sex of the counselor or the sex of the client.

Appropriateness Rating of Responses: Tables 14-19

Survey Data.--Counselors were asked to give an appropriateness rating for six counseling responses presented in the questionnaire. Responses were rated on a scale where 1 equaled very appropriate and 5 equaled very inappropriate.

The totally supportive response was given a mean rating of 3.5 by male counselors and a mean rating of 3.8 by female counselors which suggests that this response was evaluated as inappropriate.

The partially supportive response was given a mean rating of 2.6 by male counselors and a mean rating of 2.7 by female counselors which suggests that this response was evaluated as more appropriate than inappropriate.

The partially rejecting response was given a mean rating of 1.8 by male counselors and a mean rating of 1.6 by female counselors which suggests that this response was evaluated as appropriate.

The neutrally reflecting response (Response 4) was given a mean rating of 2.2 by male counselors and a mean rating of 1.9 by female counselors which suggests that this response was evaluated as appropriate.

The controlling and conditionally supportive response (Response 5) was given a mean rating of 2.2 by male counselors and a mean rating of 1.8 by female counselors which suggests that this response was evaluated as appropriate.

The totally rejecting response (Response 6) was given a mean rating of 3.1 by male counselors and a mean rating of 3.2 by female counselors which suggests that this response was evaluated as more inappropriate than appropriate.

Significant Differences.--There were four significant differences in the counselors' appropriateness ratings.

Female counselors rated a totally supportive response as significantlh more inappropriate than did male counselors for use with the independent female client (means were 3.9 to 3.4, respectively).

Female counselors rated a controlling and conditionally supportive response as significantly more appropriate than did male counselors for use with the independent female client (means were 1.8 to 2.3, respectively).

Counselors rated a totally rejecting response as significantly more appropriate for use with the independent male client than with the independent female client (means were 3.4 to 3.0, respectively).

Female counselors rated a partially rejecting response as significantly more appropriate for use with all independent clients than did male counselors (means were 1.6 to 1.8, respectively).

Attitudes toward Client's Behavior: Tables 20-21

Survey Data.--Counselors were asked to select one statement from each of two pairs of statements which indicated possible attitudes toward the client's behavior. Seventy-five per cent of the male counselors and 80 per cent of the female counselors indicated that they were more concerned by the client's lack of sensitivity than they were pleased by the client's ability to function independently. Fifty-five per cent of the male counselors and 51 per cent of the female counselors indicated that they were more pleased that the client could express his feelings than they were concerned that the client was too assertive and dominating.

Significant Differences.--There was one significant difference in the counselors' attitudes toward the client's behavior: significantly more counselors were concerned because the independent male client was not sensitive than because the independent female client was not sensitive (84 per cent to 72 per cent, respectively).

Outcome: Table 22

Survey Data.--Counselors were asked to indicate their preferred counseling outcome for the client on a scale where 1 equaled strong support for no change and 5 equaled strong support for change. Male counselors' mean score for preferred counseling outcome was 4.0. Female counselors' mean score was 3.9. These scores clearly suggest that counselors favored client behavior change.

Significant Differences.--There were no significant differences in the counselors' preferred counseling outcome which were a function of the sex of the counselor or the sex of the client.

Situation II--The Dependent Client[1]

Behavior Appraisals: Table 5

Survey Data.--Counselors were asked to evaluate the health of the client's approach to the situation on a scale where 1 equaled very healthy and 5 equaled very unhealthy. Male counselors gave the dependent client a mean health rating of 2.3. Female counselors gave a mean health rating of 2.6. Because the mean ratings of client health are located on the positive side of the health scale, one can conclude that the dependent client was evaluated as more healthy than unhealthy.

Significant Differences.--There was one significant difference in the counselors' ratings of client health. Male counselors evaluated the dependent male client as signfiicantly more healthy than did female counselors (means were 2.1 to 2.7, respectively).

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[1] Lines 2, 6, 12, 16, 24, and 28 on all tables.

Reasons for Health Appraisal: Tables 6-10

Survey Data.--Counselors were asked to write their reason for the health appraisal given. Approximately 43 per cent of all counselors gave expressive reasons for their evaluation of client health; 33 per cent gave instrumental reasons. The remaining 25 per cent or less cited either external, relative, or insufficient data as the reason for the health appraisal which was made.

Significant Differences.--There was one significant difference in the counselors' evaluations of client health: female counselors gave significantly more expressive reasons for the health evaluation of the dependent female client than did male counselors (52 per cent to 31 per cent, respectively).

Responses to Client's Statement: Tables 11-13

Survey Data.--Counselors were asked to write the exact words they would use in response to the client's verbal statement. Responses were coded according to type (expressive, instrumental, or other) and emotional content (supportive, neutral, or threatening). On the emotional content scale 1 equaled very supportive and 5 equaled very threatening. Approximately 74 per cent of all counselors' responses were expressive; approximately 21 per cent of the responses were instrumental. Male counselors gave the dependent client responses which received a mean emotional content rating of 2.9. Female counselors gave responses which received a mean emotional content rating of 2.5. Thus, both means were located on the positive side of the emotional content scale which suggests that when the client exhibited dependent behavior, counselors tended to be more supportive than threatening in their responses.

Significant Differences.--There were no significant differences in the proportions of counselors giving instrumental and expressive responses to dependent clients which were a function of the sex of the counselor or the sex of the client.

Two significant differences were found in the emotional content of the counselors' responses to the dependent client. Male counselors were significantly more supportive in their responses to the dependent male client than were female counselors (means were 2.4 to 3.2, respectively). Female counselors were significantly more supportive to the dependent female client than to the dependent male client (means were 2.6 to 3.2, respectively).

Appropriateness Rating of Responses: Tables 14-19

Survey Data.--Counselors were asked to give an appropriateness rating for six counseling responses presented in the questionnaire. Responses were rated on a scale where 1 equaled very appropriate and 5 equaled very inappropriate.

The totally supportive response was given a mean rating of 3.1 by male counselors and a rating of 3.5 by female counselors which suggests that this response was evaluated as more inappropriate than appropriate.

The partially supportive response was given a mean rating of 2.1 by male counselors and a mean rating of 2.3 by female counselors which suggests that this response was evaluated as appropriate.

The partially rejecting response was given a mean rating of 1.8 by male counselors and a mean rating of 1.8 by female counselors, which suggests that this response was evaluated as appropriate.

The neutrally reflecting response was given a mean rating of 2.0 by male counselors and a mean rating of 1.8 by female counselors which suggests that this response was evaluated as appropriate.

The controlling and conditionally supportive response was given a mean rating of 2.5 by male counselors and a mean rating of 2.2 by female counselors which suggests that this response was evaluated as appropriate.

The totally rejecting response was given a mean rating of 2.0 by male counselors and a mean rating of 2.8 by female counselors, which suggests that this response was evaluated more appropriate than inappropriate.

Significant Differences.--There were three significant differences in the counselors' appropriateness ratings.

Female counselors rated a controlling and conditionally supportive response as significantly more appropriate for use with the dependent male client than did male counselors (means were 2.3 to 2.7, respectively).

Counselors rated a neutrally reflecting response as significantly more appropriate for use with the dependent female client than for use with the dependent male client (means were 1.7 to 2.0, respectively).

Attitudes toward Client's Behavior: Tables 20-2.

Survey Data.--Counselors were asked to select one statement from each of two pairs of statements which indicated possible attitudes toward the client's behavior. Sixty-four per cent of the male counselors and 56 per cent of the female counselors indicated that they were more pleased that the client was sensitive than concerned that the client was so dependent on the opinions of others. Seventy-three per cent of the male counselors and 78 per cent of the female counselors indicated that they were more concerned that the client was unable to be more assertive than they were pleased that the client did not try to dominate or control others.

Significant Differences.--There was only one significant difference in the counselors' attitudes toward the client's behavior: significantly more male counselors were pleased that the dependent male client was sensitive to the feelings and opinions of others than were female counselors (70 per cent and 53 per cent, respectively).

Outcome: Table 22

Survey Data.--Counselors were asked to indicate their preferred counseling outcome for the client on a scale where 1 equaled strong support for no change and 5 equaled strong support for change. Male counselors' mean score for preferred client counseling outcome was 3.3 and female counselors' mean score was 3.6. These scores suggest that counselors favored client behavior change.

Significant Differences.--There was only one significant difference in the counselors' preferred counseling outcome: female counselors had a significantly stronger desire to change the behavior of the dependent female client than did male counselors (means were 3.7 to 3.2, respectively).

Situation III--The High Achieving Client[1]

Behavior Appraisal: Table 5

Survey Data.--Counselors were asked to evaluate the health of the client's approach to the situation on a scale where 1 equaled very healthy and 5 equaled very unhealthy. Male counselors gave clients a mean health rating of 2.7 and female counselors gave clients a mean rating of 2.5. Mean ratings of client health were located on the positive side of the health scale which suggests that all high achieving clients were more often viewed as healthy rather than unhealthy.

Significant Differences.--There was one significant difference in the counselors' appraisals of client health: male counselors evaluated the health of the approach of the high achieving female client as significantly more healthy than did female counselors (means were 2.1 to 2.7, respectively).

Reasons for Health Appraisals: Tables 6-10

Survey Data.--Counselors were asked to write their reason for the health appraisal given. Approximately 46 per cent of all counselors gave expressive reasons; approximately 32 per cent gave instrumental reasons. The remaining 22 per cent gave either relative, external, or cited lack of data as the reasons for the health appraisal which was made.

Significant Differences.--There were several significant differences in the proportion of counselors giving expressive and instrumental reasons for their evaluations of client health. Male counselors gave significantly more expressive reasons for their evaluation of the health of the high achieving female client than for the high achieving male client (59 per cent to 34 per cent, respectively). Male counselors gave significantly more instrumental reasons for their evaluation of the health of the high achieving male client than of the high achieving female client (52 per cent to 25 per cent, respectively). Male counselors gave significantly more instrumental reasons for the health evaluation of the high achieving male client than did female counselors (53 per cent to 33 per cent, respectively).

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[1] Lines 3, 7, 13, 17, 25, and 29 on all tables.

Female counselors cited insufficient data significantly more for the health evaluation of the high achieving female client than did male counselors (15 per cent to 5 per cent, respectively).

Responses to Client's Statement: Tables 11-13

Survey Data.--Counselors were asked to write the exact words they would use in response to the client's verbal statement. Responses were coded according to type (instrumental, expressive, or other) and emotional content (supportive, neutral, or threatening). On the emotional content scale 1 equaled very supportive and 5 equaled very threatening. Approximately 71 per cent of all counselors gave responses to clients which were primarily expressive; approximately 26 per cent gave responses which were primarily instrumental. Means of male counselors and female counselors responding to all clients were located on the supportive side of the emotional content scale (2.8 and 2.9, respectively) which suggests that responses were more supportive than threatening when the client exhibited high achieving behavior.

Significant Differences.--There were no significant differences in the types of responses which counselors made to clients which were a function of the sex of the counselor or the sex of the client.

There was one significant difference in the emotional content of the counselors' responses: male counselors were significantly more supportive with the high achieving male client than with the high achieving female client (means were 2.6 to 3.0, respectively).

Appropriateness Ratings of Responses: Tables 14-19

Survey Data.--Counselors were asked to give an appropriateness rating for six counseling responses contained in the questionnaire. Responses were rated on a scale where 1 equaled very appropriate and 5 equaled very inappropriate.

The totally supportive response was given a mean rating of 3.1 by male counselors and a mean rating of 3.5 by female counselors which suggests that this response was evaluated as more inappropriate than appropriate.

The partially supportive response was given a mean rating of 2.3 by male counselors and a mean rating of 2.3 by female counselors which suggests that this response was evaluated as appropriate.

The partially rejecting response was given a mean rating of 2.1 by the male counselors and a mean rating of 2.2 by the female counselors which suggests that this response was evaluated as appropriate.

The neutrally reflecting response was given a mean rating of 2.0 by the male counselors and a mean rating of 1.9 by the female counselors which suggests that this response was evaluated as appropriate.

The controlling and conditionally supportive response was given a mean rating of 2.3 by the male counselors and a mean rating of 1.8 by the female counselors which suggests that this response was evaluated as appropriate.

The totally rejecting response was given a mean rating of 2.6 by both male and female counselors which suggests that this response was evaluated as more appropriate than inappropriate.

Significiant Differences.--There were many significant differences in the counselors' mean appropriateness rating of the responses to the high achieving client.

All counselors rated a neutrally reflecting response as significantly more appropriate for use with the high achieving male client than for use with the high achieving female client (Means were 1.8 to 2.1, respectively).

Female counselors rated a totally supportive response as significantly more inappropriate than did male counselors for use with all high achieving clients (means were 3.5 to 3.1, respectively).

Female counselors rated the controlling and conditionally supportive response as significantly more appropriate for use with the high achieving female client than did male counselors.

Female counselors rated the totally rejecting response as significantly more appropriate for use with the high achieving female client than the high achieving male client (means were 2.2 to 2.9, respectively).

Attitudes toward Client's Behavior: Tables 20-21

Survey Data.--Counselors were asked to select one statement from each of two pairs of statements which indicated possible attitudes toward the client's behavior. Sixty per cent of the male counselors and 72 per cent of the female counselors were more concerned that the client's self-image was so dependent on achievement than they were pleased that the client was getting pleasure from accomplishment. Fifty-nine per cent of the male counselors and 81 per cent of the female counselors were more concerned that the high achieving client was driving himself so hard than they were pleased that the high achieving client fully used his potential.

Significant Differences.--Two significant differences in the counselors' attitudes toward the client's behavior occurred: significantly more female counselors than male counselors were concerned because the high achieving female client's self-image was so dependent on achievement (72 per cent to 55 per cent, respectively); significantly more female counselors than male counselors were concerned because the high achieving client drove himself so hard (81 per cent to 59 per cent, respectively).

Outcome: Table 22

Survey Data.--Counselors were asked to indicate their preferred counseling outcome for the client on a scale where 1 equaled strong support for no change and 5 equaled strong support for change. Male counselors' mean score for preferred counseling outcome was 3.2. Female counselors' mean score was 3.7. These scores suggest that male counselors were only mildly disposed to change high achieving client behavior; whereas, female counselors clearly favored high achieving client behavior change.

Significant Differences.--There was one significant difference in counselors' preferred counseling outcome which was a function of the sex of the counselor: female counselors had a significantly stronger desire to change the behavior of all high achieving clients than did male counselors (means were 3.7 to 3.2, respectively).

Situation IV--The Low Achieving Client[1]

Behavior Appraisal: Table 5

Survey Data.--Counselors were asked to evaluate the health of the client's approach to the situation on a scale where 1 equaled very healthy and 5 equaled very unhealthy. Male counselors gave the low achieving client a mean health rating of 2.8. Female counselors gave clients a mean health rating of 3.1. Both means were located very close to the neutral point on the scale which suggests that counselors were almost equally divided in their evaluations of the health of low achieving clients--equal number of counselors evaluating the client as healthy and unhealthy.

Significant Differences.--There were no significant differences in the counselors' evaluation of the health of the low achieving client which were a function of the sex of the counselor or the sex of the client.

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[1] Lines 4, 8, 14, 18, 25 and 30 on all tables.

Reasons for Health Appraisal: Tables 6-10

Survey Data.--Counselors were asked to write their reason for the health appraisal given. Approximately 35 per cent of all counselors gave expressive reasons for their appriasals of client health; approximately 34 per cent gave instrumental reasons. The remaining 21 per cent gave either relative, external, or cited lack of data as the reason for their appraisal of client health.

Significant Differences.--There were four significant differences in the counselors' reasons for appraisal of client health.

Male counselors gave significantly more expressive reasons for their evaluations of the health of the low achieving male client than did female counselors (49 per cent to 27 per cent, respectively). Male counselors gave significantly more expressive reasons for their evaluations of the low achieving male client than of the low achieving female client (49 per cent to 30 per cent, respectively).

Female counselors gave significantly more instrumental reasons than did male counselors for their evaluations of the low achieving male client (48 per cent to 26 per cent, respectively).

In addition, all counselors cited insufficient data significantly more often for the low achieving female client than for the low achieving male client (21 per cent to 11 per cent, respectively).

Responses to Client's Statement: Tables 11-13

Survey Data.--Counselors were asked to write the exact words they would use in response to the low achieving client's verbal statement. Responses to clients were coded according to type (expressive, instrumental, or other) and emotional content (supportive, neutral, threatening). On the emotional content scale 1 equaled very supportive and 5 equaled very threatening. Approximately 49 per cent of all counselors gave responses to clients which were expressive; approximately 38 per cent gave responses which were instrumental. Means of male counselors and female counselors responding to all clients were located on the threatening side of the emotional content scale (means were 3.3 to 3.6, respectively) which suggests that responses were more threatening than supportive when the client exhibited low achieving behavior.

Significant Differences.--There were two significant differences in the proportions of counselors giving expressive reasons for client health appraisals. Female counselors gave significantly more expressive responses to the low achieving female client than did male counselors (63 per cent to 48 per cent, respectively). Male counselors gave significantly more expressive responses to the low achieving male client than to the female client (66 per cent to 48 per cent, respectively).

There were two significant differences in the emotional content of the responses to the client. Female counselors were significantly more threatening in their responses to the low achieving female client than to the low achieving male client (means were 3.8 to 3.4, respectively). Female counselors were significantly more threatening than male counselors in their responses to the low achieving female client (means were 3.8 to 3.3, respectively).

Appropriateness Rating of Responses: Tables 14-19

Survey Data.--Counselors were.asked to give an appropriateness rating for six counseling responses presented in the questionnaire. The responses were rated on a scale where 1 equaled very appropriate and 5 equaled very inappropriate.

The totally supportive response was given a mean rating of 3.2 by male counselors and a rating of 3.4 by female counselors which suggests that this response was evaluated as more inappropriate than appropriate.

The partially supportive response was given a mean rating of 3.0 by male counselors and a mean rating of 3.0 by female counselors which suggests that this response was evaluated as equally appropriate and inappropriate.

The partially rejecting response was given a mean rating of 2.4 by male counselors and a mean rating of 2.4 by female counselors which suggests that this response was evaluated as appropriate.

The neutrally reflecting response was given a mean rating of 2.9 by male counselors and a mean rating of 2.5 by female counselors which suggests that this response was evaluated as more appropriate than inappropriate.

The controlling and conditionally supportive response was given a mean rating of 2.y by male counselors and a mean rating of 2.7 by female counselors which suggests that this response was evaluated as more appropriate than inappropriate.

The totally rejecting response was given a mean rating of 2.4 by male counselors and a mean rating of 2.5 by female counselors which suggests that this response was evaluated as appropriate.

Significant Differences.--There were four significant differences in the counselors' mean appropriateness ratings:

Female counselors rated a totally rejecting response as significantly more appropriate for use with the low achieving female client than for use with the low achieving male client (means were 2.2 to 2.7, respectively).

All counselors rated a controlling and conditionally supportive response as significantly more appropriate for use with the low achieving male client than for use with the low achieving female client (means were 2.5 to 3.0, respectively).

Counselors rated a partially rejecting response as significantly more appropriate for use with the low achieving male client than for use with the low achieving female client (means were 2.2 to 2.6, respectively).

Female counselors rated a neutrally reflecting response as significantly more appropriate for use with all low-achieving clients than did male counselors (means were 2.5 to 2.9, respectively).

Attitudes toward Client's Behavior: Tables 20-21

Survey Data.--Counselors were asked to select one statement from each of two pairs of statements which indicated possible attitudes toward the low achieving client's behavior. Fifty-seven per cent of the male counselors and 60 per cent of the female counselors were more concerned that the client did not seem to get pleasure from achievement than they were pleased that the client's self-image was not dependent on achievement. Seventy-six per cent of the male counselors and 87 per cent of the female counselors were more concerned that the client was so comfortable doing only what was easy than they were pleased that the client did what was necessary and was happy.

Significant Differences.--There was one significant difference in the counselors' attitudes toward the client's behavior: significantly more female than male counselors were concerned because the low achieving female client was so comfortable doing what was easy (89 per cent to 69 per cent, respectively).

Outcome: Table 22

Survey Data.--Counselors were asked to indicate their preferred counseling outcome for the client on a scale where 1 equaled strong support for no change and 5 equaled strong support for change. Male counselors' mean score for preferred counseling outcome was 3.8. Female counselors' mean score was 3.7. These scores suggest that when the client was a low achiever counselors favored client behavior change.

Significant Differences.--There was one significant difference in the counselors' mean scores for preferred counseling outcome: counselors had a significantly stronger desire to change the behavior of the low achieving male client than that of the low achieving female client (means were 3.9 to 3.6, respectively).

All Situations--All Clients[1]

Behavior Appraisals: Table 5

Survey Data.--Counselors were asked to evaluate the health of the clients' approaches to their various situations on a scale where 1 equaled very healthy and 5 equaled very unhealthy. Male counselors gave clients a mean health rating of 2.5 and female counselors gave clients a mean health rating of 2.7. These means suggest that the majority of counselors evaluated all clients as more healthy than unhealthy.

Significant Differences.--There were no significant differences in the counselors' appraisals of client health which were a function of the sex of the counselor or the sex of the client when all client behaviors were combined.

Reasons for Health Appraisals: Tables 6-10

Survey Data.--Counselors were asked to write their reasons for the health appraisals given. Approximately 42 per cent of the male counselors and 39 per cent of the female counselors gave expressive reasons for their evaluations of client health. Approximately 31 per cent of the male counselors and 36 per cent of the female counselors gave instrumental reasons for their evaluations of client health. The remaining 25 per cent to 27 per cent of the counselors cited either relative, external, or insufficient data as the reason for the health appraisal which was made.

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[1] Lines 9, 10, 19, 20, 21 and 22 on all tables.

Significant Differences.--Male counselors gave significantly more relative reasons than did female counselors for their evaluations of the health of all clients (14 per cent to 10 per cent, respectively).

Responses to Client's Statements: Tables 11-13

Survey Data.--Counselors were asked to write the exact words they would use in replying to the client's statements. Responses to clients were coded according to type (expressive, instrumental, or other) and according to emotional content (supportive, neutral, or threatening). Sixty-seven per cent of the male counselors and 70 per cent of the female counselors gave responses to clients which were expressive; 30 per cent of the male counselors and 27 per cent of the female counselors gave responses which were instrumental, and the remaining 3 per cent could not be coded. The mean emotional content ratings of the male counselors' responses was 3.0 and the mean of the female counselors' responses was 3.2. These means suggest that counselors were about euqally as likely to give a supportive response as to give a threatening response.

Significant Differences.--There were no significant differences in the proportions of counselors giving instrumental or expressive responses to clients which were a function of the sex of the client or the sex of the counselor when responses were analyzed across all client behaviors.

There was one significant difference in the emotional content ratings of counselors' responses when responses were analyzed across all client behaviors: female counselors were significantly more threatening than male counselors in their responses to all clients (means were 3.2 to 3.0, respectively).

Appropriateness Ratings of Responses: Tables 14-19

Survey Data.--Counselors taking part in this study were asked to rate the appropriateness of six counseling responses presented in the questionnaire. A rating of 1 equaled very appropriate and 5 equaled very inappropriate.

The totally supporting response was given a mean rating of 3.3 by male counselors and a mean rating of 3.6 by female counselors, suggesting that this response was evaluated by counselors as more inappropriate than appropriate for use with all clients.

The partially supporting response was given a mean rating of 2.5 by the male counselors and 2.6 by the female counselors, suggesting that this response was evaluated by counselors as more appropriate than inappropriate for use with all clients.

The partially rejecting response was given a mean rating of 2.0 by the male counselors and 2.0 by the female counselors, suggesting that this response was evaluated by counselors as appropriate for all clients.

The neutrally reflecting response was given a mean rating of 2.2 by the male counselors and 2.0 by the female counselors, suggesting that this response was evaluated by counselors as appropriate for use with all clients.

The conditionally supporting response was given a mean rating of 2.4 by the male counselors and 2.1 by the female counselors, suggesting that this response was evaluated by counselors as appropriate for use with all clients.

The totally rejecting response was given a mean rating of 2.8 by the male counselors and a mean rating of 2.8 by the female counselors, suggesting that this response was evaluated by counselors as slightly more appropriate than inappropriate for use with all clients.

Significant Differences.--The following significant differences in the counselors' appropriateness ratings of responses were found when the ratings were analyzed across all client behaviors.

Male counselors rated the totally supporting response as significantly less inappropriate than did female counselors for use with all female clients (means were 3.3 to 3.7, respectively).

Female counselors rated the neutrally reflecting response as significantly more appropriate than did male counselors for use with all clients (means were 2.0 to 2.2, respectively).

Female counselors rated the conditionally supporting response as significantly more appropriate than did male counselors for use with all clients (means were 2.1 to 2.4, respectively).

Attitudes toward Client's Behavior: Tables 20-21

Survey Data.-- Counselors were asked to select one statement from each of two pairs of statements which indicated possible attitudes toward the clients' behaviors. Approximately 64 per cent of all counselors selected responses indicating they were concerned about clients' behaviors and approximately 36 per cent selected responses indicating they were pleased by clients' behaviors.

Significant Differences.--Significantly more counselors were concerned by the behaviors of male clients than were concerned by the behaviors of female clients, and significantly more female counselors than male counselors selected responses indicating concern.

Outcome: Table 22

Survey Data.--Counselors were asked to indicate their preferred counseling outcome on a scale where 1 equaled strong support for no change and 5 equaled strong support for change. Male counselors had a mean outcome rating of 3.6 and female counselors had a mean outcome rating of 3.7, suggesting that both male and female counslors favored a change in client behavior as the outcome of counseling.

Significant Differences.--There were no significant differences in the counselors' preferred counseling outcomes for all clients which were a function of the sex of the counselor or the sex of the client.

Selective Statistical Review of the Data

Many statistical differences were found when the data describing the instrumental and expressive reasons for client health appraisals (Questionnaire Section II, Tables 5 and 6) were tested for each of the four client behavior situations. However, when data for all four client behavior situations were combined and tested, few significant differences occurred. A careful study of the significant and non-significant differences which occurred as a function of the sex of the client and the sex of the counselor revealed a dramatic reversal of the interaction effects between Situations I and II and between Situations III and IV; i.e., the interaction between sex of the client and sex of the counselor found in Situation I was reversed in Situation II and the interaction found in Situation III was reversed in Situation IV. When client behavior and sex of the client was held constant, these reversals canceled one another and resulted in very few significant differences when the data were tested across all client behavior situations.

Client behavior was not expected to exert such a strong influence that it would actually be responsible for reversing the interaction effects of client and counselor sex. The expectation had been that the counselors' expressive and instrumental orientations to the clients would be, as Bardwick's parental model suggested, independent of client behavior. Contrary to what was expected, the Bardwick model was supported in Situations I and III and was contradicted in Situations II and IV.

The proportions of expressive and instrumental responses of counselors to clients revealed in Tables 6 and 7 suggested to the author the following implications.

1. Male counselors tend to give expressive reasons for their health appraisals of the independent female client, the dependent male client, the high achieving female client, and the low achieving male client.
2. Male counselors tend to give instrumental reasons for their health appraisals of the independent male client, the dependent female client, the high achieving male client, and the low achieving female client.
3. Female counselors tend to give expressive reasons for their health appraisals of the independent male client, the dependent female

client, the high achieving male client, and the low achieving client.

4. Female counselors tend to give instrumental reasons for their health appraisals of the independent female client, the dependent male client, the high achieving female client, and the low achieving male client.

Put more simply, the data suggested that when clients exhibited traditional sex-appropriate behavior, male counselors tended to give instrumental reasons for their health appraisals of clients and female counselors tended to give expressive reasons for their health appraisals of clients. On the other hand, when clients exhibited traditional sex-inappropriate behavior, male counselors tended to give expressive reasons for their health appraisals of clients and female counselors tended to give instrumental reasons for their health appraisals of clients.

Since in the design of this study such results were not expected, no provisions were made to statistically test for the same. However, in view of the reversal which apparently had occurred when the data were collected, the decision was made after-the-fact to statistically test this unexpected reversal. Thus, twenty-four hypotheses were devised which were supportive of the reversals which occured between Situations I and II and between Situations III and IV and those which occurred across all client behavior situations..

The following tables present the twenty-four additional tests of significance which were performed (Tables 23 and 24).

TABLE 23

COUNSELORS' EXPRESSIVE REASONS FOR CLIENT HEALTH WHEN SEX-APPROPRIATE BEHAVIOR IS HELD CONSTANT

Independent Variables and Constants			Number Responding Expressive Reasons	Total Number in Population	(%) Percentage Responding Expressive Reasons	Conclusion Regarding Null Hypothesis
Number of Test	Sex of Counselor	Sex and Behavior of Client*				
1	M	F1, M2	64	126	51	reject
		M1, F2	35	121	29	
2	M	F3, M4	66	122	54	reject
		M3, F4	38	120	32	
3	M	F1, M2, F3, M4	130	248	52	reject
		M1, F2, M3, F4	73	241	30	
4	F	M1, F2	56	129	43	accept
		F1, M2	41	124	33	
5	F	M3, F4	52	127	41	accept
		F3, M4	47	124	38	
6	F	M1, F2, M3, F4	108	256	42	accept
		F1, M2, F3, M4	88	248	35	
7	N	F1, M2	64	126	51	reject
	F		41	128	32	
8	M	F3, M4	66	122	54	reject
	F		47	124	38	
9	M	F1, M2, F3, M4	130	248	52	reject
	F		88	252	35	
10	F	M1, F2	56	129	43	reject
	M		34	121	28	
11	F	M3, F4	52	127	41	accept
	M		38	120	32	
12	F	M1, F2, M3, F4	108	256	42	reject
	M		72	241	30	

* Sex is indicated by M for male and F for female.
Behavior is indicated by 1 for independent, 2 for dependent, 3 for high achieving, and 4 for low achieving.

TABLE 24

COUNSELORS' INSTRUMENTAL REASONS FOR CLIENT HEALTH WHEN SEX-APPROPRIATE BEHAVIOR IS HELD CONSTANT

Independent Variables and Constants			Number Responding Instrumental Reasons	Total Number in Population	Percentage Responding Instrumental Reasons	Conclusion Regarding Null Hypothesis
Number of Test	Sex of Counselor	Sex and Behavior of Client*				
1	M	M1, F2	49	121	41	reject
		F1, M2	24	126	19	
2	M	M3, F4	49	120	41	reject
		F3, M4	31	122	25	
3	M	M1, F2, M3, F4	98	241	41	reject
		F1, M2, F3, M4	55	248	22	
4	F	F1, M2	58	128	45	reject
		M1, F2	41	128	32	
5	F	F3, M4	43	124	35	accept
		M3, F4	42	127	33	
6	F	F1, M2, F3, M4	101	252	40	accept
		M1, F2, M3, F4	83	255	33	
7	M	M1, F2	49	121	41	accept
	F		41	129	32	
8	M	M3, F4	49	120	41	accept
	F		42	127	33	
9	M	M1, F2, M3, F4	98	241	41	accept
	F		83	256	32	
10	F	F1, M2	58	128	45	reject
	M		24	126	19	
11	F	F3, M4	43	124	35	reject
	M		34	122	28	
12	F	F1, M2, F3, M4	101	252	40	reject
	M		58	248	23	

* Sex is indicated by M for male and F for female.
Behavior is indicated by 1 for independent, 2 for dependent, 3 for high achieving, and 4 for low achieving.

Based upon the null hypotheses which were rejected in Tables 23 and 24, the following fourteen conclusions can be drawn:

1. Male counselors gave significantly more expressive reasons for their health appraisals of the independent female client and dependent male client than for their health appraisals of independent male client and dependent female client (Table 23, Line 1).
2. Male counselors gave significantly more expressive reasons than did female counselors for their health appraisals of the independent female client and dependent male client (Table 23, Line 7)
3. Male counselors gave significantly more instrumental reasons for their health appraisals of the independent male client and the dependent female client than for their health appraisals of the independent female client and dependent male client (Table 24, Line 7).
4. Male counselors gave significantly more expressive reasons for their health appraisals of the high achieving female client and low achieving male client than for their health appraisals of the high achieving male client and low achieving female client. (Table 23, Line 2).
5. Male counselors gave significantly more expressive reasons than did female counselors for their health appraisals of the high achieving female client and low achieving male client (Table 23, Line 8).
6. Male counselors gave significantly more instrumental reasons for their health appraisals of the high achieving male client and low

achieving female client than for their health evaluation of the high achieving female client and low achieving male client (Table 24, Line 2).

7. Male counselors gave significantly more expressive reasons for their health appraisals of the independent female client, the dependent male client, the high achieving female client, and the low achieving male client than for the clients' opposite-sexed counterparts in the study (Table 23, Line 3).
8. Male counselors gave significantly more expressive reasons than did female counselors for their health evaluations of the independent female client, the dependent male client, the high achieving female client, and the low achieving male client (Table 23, Line 9).
9. Male counselors gave significantly more instrumental reasons for their health appraisals of the independent male client, the dependent female client, the high achieving male client, and the low achieving female client than for the health appraisals of the clients' opposite-sexed counterparts in the study (Table 24, Line 3).
10. Female counselors gave significantly more expressive reasons than male counselors for their health appraisals of the independent male client and the dependent female client (Table 23, Line 10).
11. Female counselors gave significantly more instrumental reasons for their health appraisals of the independent female client and the dependent male client than for their health appraisals of the

independent male client and the dependent female client (Table 24, Line 4).

12. Female counselors gave significantly more instrumental reasons than male counselors for their health evaluations of the independent female client and the dependent male client (Table 24, Line 10).
13. Female counselors gave significantly more expressive reasons than did male counselors for their health appraisals of the independent male client, the dependent female client, the high achieving male client, and the low achieving female client (Table 23, Line 12).
14. Female counselors gave significantly more instrumental reasons than did male counselors for their health appraisals of the independent female client, the dependent male client, the high achieving female client, and the low achieving male client (Table 24, Line 12).

The additional statistical tests performed clearly indicate that the reversal was powerful enough to be satistically validated in fourteen out of twenty-four tests performed. Reviewing the results of these supplemental tests in reference to those already performed as part of the initial design of this study, it is apparent that the reversal described occurred in all but three of the sixteen possible combinations between client sex, counselor sex, and client behavior. The three exceptions are the following: female counselors responses to the high achieving female client, female counselors responses to the low achieving female client, and male counselors reponses to the low achieving female client.

Thus when comparing the dispositions of counselors to give either instrumental or expressive reasons for health appraisals, one can conclude that male counselors tend to give expressive reasons for their health appraisals of the independent female client, the dependent male client, the high achieving female client, and the low achieving male client; that male counselors tend to give instrumental reasons for their health appraisals of the independent male client, the dependent female client, and the high achieving male client; that female counselors tend to give instrumental reasons for their health appraisals of the independent female client, the dependent male client, and the low achieving male client; that both male and female counselors tend to give mixed instrumental and expressive reasons for their health appraisals of the low achieving female client; and that female counselors tend to give mixed instrumental and expressive reasons for their health appraisals of the high achieving female client.

To state the implications of the additional findings even more simply, the following can be concluded.

1. With the exception of the low achieving female client, male counselors tend to give instrumental reasons for their health appraisals of clients who exhibit traditional sex-appropriate behavior and to give expressive reasons for their health appraisals of clients who exhibit traditional sex-inappropriate behavior.
2. With the exception of the high achieving and low achieving female clients, female counselors tend to give instrumental reasons for their health appraisals of clients who exhibit traditional sex-inappropriate behavior and to give expressive reasons for their

health appraisals of clients who exhibit traditional sex-appropriate behavior.

Summary of Findings

Major Findings

1. Male counselors rated the dependent male client and the high achieving female client as significantly more healthy than did female counselors.
2. Male counselors gave significantly more instrumental reasons for their evaluation of the independent male client than for their evaluations of the independent female client.
3. Male counselors gave significantly more expressive reasons for their evaluations of the independent female client than for the independent male client.
4. Female counselors gave significantly more instrumental reasons for their evaluations for the independent female client than for their evaluations of the male client.
5. Female counselors gave significantly more instrumental reasons than did male counselors for their evaluations of the independent female client.
6. Female counselors gave significantly more expressive reasons than did male counselors for their evaluations of the dependent female client.
7. Male counselors gave significantly more instrumental reasons for their evaluations of the high achieving male client than for their evaluations of the high achieving female client.

8. Male counselors gave significantly more instrumental reasons than did female counselors for their evaluations of the high achieving male client.
9. Male counselors gave significantly more expressive reasons for their evaluations of the high achieving female client than for their evaluations of the high achieving male client.
10. Male counselors gave significantly more expressive reasons for their evaluations of the low achieving male client than for their evaluations of the low achieving female client.
11. Male counselors gave significantly more expressive reasons than did female counselors for their evaluations of the low achieving male client.
12. Female counselors gave significantly more instrumental reasons than did male counselors for their evaluations of the low achieving male client.
13. Male counselors gave significantly more instrumental written responses than female counselors to the independent male client's verbal statement.
14. Female counselors gave significantly more expressive written responses than male counselors to the independent male client's verbal statement.
15. Male counselors gave significantly more expressive written responses to the low achieving male client's verbal statement than to the low achieving female client's verbal statement.

16. Male counselors gave significantly more expressive written responses than did female counselors to the low achieving male client's verbal statement.
17. Female counselors were significantly more threatening in the emotional content of their written responses to the dependent male client and the low achieving female client than to the clients' opposite-sexed counterparts in the study.
18. Male counselors were significantly more threatening in the emotional content of their written responses to the high achieving female client than to the high achieving male client.
19. Female counselors were significantly more threatening than male counselors in the emotional content of their written responses to the dependent male client and to the low achieving female client.
20. Female counselors were significantly more threatening than male counselors in the emotional content of their written responses to all clients.
21. All counselors were significantly more concerned by the independent male client's lack of sensitivity to other's opinions than they were by the same deficiency in the female client.
22. Male counselors were significantly more pleased than were female counselors by the dependent male client's sensitivity to the opinions and feelings of others.
23. Female counselors were significantly more concerned than male counselors because the high achieving clients of both sexes were driving

themselves too hard and were more concerned than male counselors because the female client's self-image was so dependent on achievement.

24. Female counselors were significantly more concerned than male counselors because the low achieving female client was so comfortable doing what was easy.
25. All counselors were more significantly concerned by male clients' behavior than by female clients' behavior.
26. Female counselors were significantly more concerned by all clients' behavior than were male counselors.
27. All counselors rated the partially rejecting response as more appropriate for use with the low achieving male client than for use with the low achieving female client.
28. All counselors rated the neutrally reflecting response as more appropriate for use with the dependent female client than for use with the dependent male client and as more appropriate for use with the high achieving male client than for use with the high achieving female client.
29. All counselors rated the conditionally supporting response as significantly more appropriate for use with the low achieving male client than for use with the low achieving female client.
30. All counselors rated the totally rejecting response as significantly less inappropriate for use with independent male client than for use with the independent female client.

31. Male counselors rated the conditionally supporting response as significantly more appropriate for use with the dependent female client than for use with the dependent male client.

32. Female counselors rated the totally rejecting response as significantly more appropriate than did male counselors for use with both the high achieving and low achieving female client.

33. Female counselors rated the neutrally reflecting response as significantly more appropriate than did male counselors for use with low achieving clients of either sex.

34. Female counselors rated the conditionally supporting response as significantly more appropriate than male counselors for use with the dependent male client, the independent female client, and the high achieving female client.

35. Female counselors rated the conditionally supporting response and the neutrally reflecting response as significantly more appropriate than did male counselors for use with all clients.

36. Male counelors rated the totally supporting response as significantly less inappropriate than did female counselors for use with all female clients and for use with high achieving clients of either sex.

37. All counselors had a significantly greater desire to change the behavior of the low achieving male client than that of the low achieving female client.

38. Female counselors had a significantly greater desire than male counselors to change the behavior of the dependent female client and of high achieving clients of either sex.

Supplemental Findings Supporting the Contention that Client Behavior Results in a Reversal of the Direction of Interaction Effects Resulting from Client Sex and Counselor Sex

1. Male counselors gave significantly more expressive reasons for their health appraisals of the independent female client and dependent male client than for their health appraisals of independent male client and dependent female client.
2. Male counselors gave significantly more expressive reasons than did female counselors for their health appraisals of the independent female client and dependent male client.
3. Male counselors gave significantly more instrumental reasons for their health appraisals of the independent male client and the dependent female client than for their health appraisals of the independent female client and dependent male client.
4. Male counselors gave significantly more expressive reasons for their health appraisals of the high achieving female client and low achieving male client than for their health appraisals of the high achieving male client and low achieving female client.
5. Male counselors gave significantly more expressive reasons than did female counselors for their health appraisals of the high achieving female client and low achieving male client.
6. Male counselors gave significantly more instrumental reasons for their health appraisals of the high achieving male client and low

achieving male client than for the clients' opposite-sexed counterparts in the study.

8. Male counselors gave significantly more expressive reasons than did female counselors for their health evaluations of the independent female client, the dependent male client, the high achieving female client, and the low achieving male client.
9. Male counselors gave significantly more instrumental reasons for their health appraisals of the independent male client, the dependent female client, the high achieving male client, and the low achieving female client than for the health appraisals of the clients' opposite-sexed counterparts in the study.
10. Female counselors gave significantly more expressive reasons than male counselors for their health appraisals of the independent male client and the dependent female client.
11. Female counselors gave significantly more instrumental reasons for their health appraisals of the independent female client and the dependent male client than for their health appraisals of the independent male client and the dependent female client.
12. Female counselors for their health appraisals of the independent female client and the dependent male client.
13. Female counselors gave significantly more expressive reasons than did male counselors for their health appraisals of the independent male client, and the low achieving female client.
14. Female counselors gave significantly more instrumental reasons than did male counselors for their health appraisals of the independent

female client, the dependent male client, the high achieving female client, and the low achieving male client.

CHAPTER V

DISCUSSION AND INTERPRETATION

Introduction

The chapter discusses and interprets the findings of this study as they relate to the differences in counselors' responses suggested by the review of the literature presented in Chapter II. The following organizational format will be used. First, the variables important to an interpretation of the findings for this study will be reviewed: Stereotypic Images of Sex-Appropriate Behavior, Characteristics of Counselors, and Bardwick's Model of Parent-Child Identification and Interaction. Second, the findings will be interpreted. These will be discussed in two sections: one section interpreting and summarizing the findings which pertain to those sections of the questionnaire relevant to the Bardwick Interaction Model, and one section interpreting and summarizing the findings which pertain to Behavior Appraisal, Counseling Outcome, Emotional Content Ratings of Counselors' Written Responses to Clients, Counselors' Attitudes toward Client Behaviors, and Appropriateness Ratings of Counseling Responses. The third and final section of this chapter will summarize and discuss the possible implications of the findings and interpretations suggested in this study.

Review

Stereotypic Images of Sex-Appropriate Behavior

Literature describing traditional stereotypic images of male and female sex-appropriate behavior suggests that males are expected to achieve higher levels of emotional independence than are females and that more emotional dependence is tolerated, often even encouraged, when it occurs in females. Likewise, high levels of task achievement, while encouraged for both sexes, are more encouraged and rewarded when the high achiever is male; and low levels of task achievement--not fully using one's potential--are more accepted in females than in males. It does not seem feasible, however, to expect a direct relationship between the findings of this study and the stereotypes. There are some additional variables which must be considered.

The traditional images of sex-appropriate behavior are presently undergoing rapid change. A number of forces in this society tend to move people away from acceptance of traditional stereotypic images of sex-appropriate behavior: the demands from Women's Liberation groups for female achievement and independence, the youth culture's rejection of stereotypic sex roles and the middle class work ethic which supports those stereotypes, the numerous proponents of humanistic philosophies who urge tolerance for individual differences, and the demands of modern culture which conflict with many of the traditional norms for sex-appropriate behavior. It is reasonable to assume that people are influenced by the present serious questioning of the traditional sex-roles. Thus, the findings of this study are likely to be influenced by the changes which are presently occurring.

Likewise, all forms of deviance from the norms for sex appropriate behavior are not equal. Because there can be differences in the degree of deviance and type of deviance, some forms will elicit more emotionality than other forms. For example, female deviance in the direction of the male norms has been more acceptable and less punished by society than male deviance in the direction of female norms. Thus, with regard to the client behaviors used in this study, one might expect more tolerance or support for the independent or high achieving female client than for the dependent or low achieving male client. This could occur not only because female deviance is more accepted but also because, from a mental health point-of-view, independence and high achievement is intrinsically more desirable than dependence and low achievement. The emotionality connected with deviance from sex appropriate behavior will be related to the sex norms, the type of deviance, and the degree of deviance exhibited; and the emotionality connected to the deviance must also be considered in the interpretation of the findings.

Characteristics of Counselors

Counselors are usually described as sharing common values and attitudes which to some degree separates them from other adult groups in this society. They tend to value people more, to have a stronger need to nurture others, to have a higher tolerance for ambiquity in interpersonal relationships, and to have lower needs for achievement and agression (Shertzer and Stone, 1971, p. 157). In addition, counselors, particularly male counselors, are themselves somewhat deviant from the traditional norms for sex appropriate behavior (McClain, 1968; Patterson, 1967; Shertzer and Stone, 1971). One study of counselor characteristics is particularly relevant to this research because the sample was drawn from a population very similar to the one used for this study. McClain (1968) studied the degree to which male and female counselors deviated from the general psychological norms for adult males and females on the Sixteen Personality Factor Test. McClain's sample was composed of seventy-five male and forty-three female high school counselors who were employed in high schools in the Southeast and Midwest. All had masters degrees and were between 25 and 50 years of age. Tests of significance comparing mean scores of female counselors with those of other adult females in society suggested that female counselors were more emotionally stable, assertive, conscientious, venturesome (socially bold), trusting, self-assured, and liberal than other adult females. Tests of significance comparing mean scores of male counselors with those of other adult males in society suggested that male counselors were more outgoing (oriented to people rather than things), emotionally stable, venturesome (socially bold), sensitive (dependent), trusting, practical, placid, conservative, group dependent (lacking in individual resolution) and relaxed than other adult males. McClain concluded that the male who selects counseling as a career deviates in the direction of acceptance of traditional feminine values. His data also suggest that the female counselors deviate in the direction of traditional male values but that the deviation is not as pronounced as that of the male counselors. Because the counselors' deviance from sex-appropriate behaviors are likely to affect their values and, therefore, their acceptance or rejection of particular kinds of sex-role deviance in others, the characteristics of counselors themselves must be considered in the interpretation of the findings.

Finally, while it is assumed that counselors did respond honestly to the questionnaire, their responses to one section of the questionnaire were not always consistent with their responses to other sections. Some of the implications of these inconsistencies are important to a valid interpretation of the findings for this study. The following observations are presented because of their possible influence on the findings.

1. Numerous conselors indicated that they thought the client was healthy or that they had no opinion about the health of a client's approach, but when those same counselors were asked to give their reasons, they listed the reasons why they thought the client was probably unhealthy.
2. Mean health appraisal scores suggested that all clients were viewed as healthy regardless of their sex or the behavior exhibited, yet counselors indicated they would prefer to change the approaches of all clients. While one might argue that this desire to change the client may reflect the counselors' belief that even good health or good approaches can be improved, the inconsistencies between written responses and evaluation and some of the additional spontaneous comments suggest that when some counselors thought a client was unhealthy they would not commit themselves to such an evaluation.
3. In addition, many counselors seemed very uncomfortable making any evaluation of the client. Part of this restraint appeared to be related to the counselors' awareness of the conflict between their values and those of others, particularly the young. Counselors were

quick to explain their appraisals of client health with comments like the following: "I think a student should have goals but then that is just my old-fashioned bias." "I think that as long as a student isn't failing, he has the right not to be bothered. Who says everyone must do as well as they can?" "I personally believe that students should show more concern for others, but that [belief] doesn't seem to be shared by everyone." Another part of that restraint is probably due to the difficulty inherent in evaluating a client who is described rather than bodily presented.

4. A small number of counselors stated reasons for their evaluations of clients which suggested that the counselors were either responding superficially or were, for some reason of their own, unable to make a more appropriate response. These inappropriate responses occurred most frequently when male counselors were asked to evaluate and give reasons for their evaluations of dependent and low achieving male clients. For example, the low achieving male client was evaluated as healthy by one male counselor and his reason was "He'll probably end up a millionaire." Another male counselor evaluated the dependent male client as healthy and gave as his reason, "This boy would make an excellent counselor." Some degree of denial seems implicit in such responses, for these responses would not reasonably follow from the client descriptions provided.

These four observations suggest that counselors were uncomfortable making negative evaluations of clients.

Bardwick's Model of Parent-Child Identification and Interaction

One of the purposes of this research was to compare the interactions of male and female counselors' responses to male and female clients with Bardwick's model of parental responses to male and female children. Bardwick's model of parental interaction with children suggests that in healthy families, both parents respond instrumentally and expressively to their children, but that the expressive and instrumental responses are differentially expressed by mothers and fathers.

Bardwick suggested that the mother was more expressive overall than the father, but more expressive to her son than to her daughter; that the mother was less instrumental than the father, but was more instrumental to her daughter than to her son; that the father was more instrumental overall than the mother, but was more instrumental to his son than to his daughter; and that the father was less expressive than the mother, but was more expressive to his daughter than to his son.

In this study, each of the parts of this parental interaction model was viewed in terms of how counselors would respond if their responses were to match the parental model. Bardwick's model would suggest each of the following differences:

1. Female counselors are more expressive overall than are male counselors.
2. Male counselors are more instrumental overall than are female counselors.
3. Female counselors are more expressive to male than to female clients.
4. Female counselors are more instrumental to female than to male clients.
5. Male counselors are more expressive to female than to male clients.
6. Male counselors are more instrumental to male than to female clients.

7. Male counselors are more instrumental than are female counselors to male clients.
8. Male counselors are more expressive than are female counselors to female clients.
9. Female counselors are more instrumental than are male counselors to female clients.
10. Female counselors are more expressive than are male counselors to male clients.

Interpretation of the Findings

Expressive vs. Instrumental Responses

Information regarding the expressive and instrumental orientations of counselors to clients and their expressive and instrumental interactions with clients was obtained for this study in two ways. First, each counselor was asked to write down the reason for the health appraisal that he made of each client. Since male and female counselors received exactly the same information about the client in each of the four client behavior situations, it seems fair to assume that the reason a counselor states for the health appraisal he makes is a valid reflection of that information considered important in thinking about the client and, therefore, the stated reasons provide some measure of the counselors' covert approaches to the client. In essence, the reason given is assumed to provide information about the orientation a counselor takes toward the client. The reasons counselors gave were coded as expressive, instrumental, relative, and external and then were statistically analyzed. Second, each counselor was asked to write down the exact words he would use in first replying to the client's statement. These responses were assumed to provide a measure of the counselors' overt approaches. These responses were also coded as expressive, instrumental, or other, and then analyzed statistically. Thus, counselors' orientations toward clients were revealed during the evaluation process and their dispositions to interact were revealed by their initial replies to the clients' statements.

The underlying assumption of Bardwick's model was supported in the overt and covert approaches of counselors. Counselors did use instrumental and expressive responses differentially. However, the differences in responses were affected not only by the sex of the client and the sex of the counselor but also by the client behavior.

Orientation to the Client--Covert Approach

Bardwick's model of parental interaction was matched by client-counselor interaction when the client exhibited independent or high achieving behavior.

> When the client exhibited independent behavior, male counselors gave significantly more instrumental reasons for their evaluations of the male client than for those of the female client, and male counselors gave significantly more expressive reasons for their evaluations of the female client than for those of the male client. Female counselors gave significantly more instrumental reasons than did male counselors for their evaluations of the independent female client.

> When the client was high achieving, male counselors gave significantly more instrumental reasons for their evaluations of the male client than for those of the female client. Male counselors gave significantly more instrumental reasons than did female counselors for their evaluations of the male client. Male counselors gave significantly

> more expressive reasons for their evaluations of the high achieving female client than for their evaluations of the high achieving male client.

In addition, the non-significant differences were in the same direction as those predicted by the Bardwick model.

Bardwick's model of parent-child interaction was not matched by counselor-client interaction when the client exhibited dependent or low achieving behaviors.

> When the client exhibited low achieving behavior, male counselors gave significantly more expressive reasons for their evaluations of the male client than for their evaluations of the female client. Male counselors gave significantly more expressive reasons than did female counselors for their evaluations of the low achieving male client.
>
> When the client exhibited dependent behavior, female counselors gave significantly more expressive reasons than did male counselors for their evaluations of the dependent female client.

In addition, the non-significant differences--many of which approached significance--were in the opposite direction of those proposed in the Bardwick model.

Since client behavior had not been expected to exert such an influence on the counselors' orientation to the client, these findings were not expected. The data, however, suggested that the counselors' orientation to the client was very much influenced by the counselor's sex, the client's sex, and by how much the client's behavior was or was not sex-appropriate. Thus, additional tests of significance were performed and produced the following results:

> Male counselors tend to take an expressive orientation toward the independent female client, the dependent male client, the low achieving

male client, and the high achieving female client and to take an instrumental orientation toward the independent male client, the dependent female client, and the high achieving male client. Male counselors take both instrumental and expressive orientations toward the low achieving female client.

Female counselors tend to take an expressive orientation toward the independent male client, the dependent female client, and the high achieving male client and to take an instrumental orientation toward the independent female client, the dependent male client, and the low achieving male client. They take both instrumental and expressive orientations to the high and low achieving female clients.

Interaction with the Client--Overt Approach

When counselors were asked to give reasons for the client health appraisals that were made, counselors gave almost equal numbers of instrumental and expressive reasons; however, when counselors were asked to write down the words they would use in addressing the client, over 70 per cent of all responses were coded as expressive. Clearly the kind of response given by the counselors has been greatly influenced by the training counselors have received and by the counselors' perceptions of what is an appropriate counseling response.

Bardwick's model of parent-child interaction was matched by counselor-client interaction when the client exhibited independent behavior.

Male counselors wrote significantly more instrumental responses than female counselors to the independent male client, and female counselors wrote significantly more expressive responses than male counselors to the independent male client.

Bardwick's model of parent-child interaction was not matched by counselor-client interaction when the client exhibited low achieving behavior.

Male counselors wrote significantly more expressive responses to the low achieving male client than to the low achieving female client, and male counselors wrote significantly more expressive resonses than did female counselors to the low achieving male clinet.

These findings match those which occurred when analyzing counselors' orientation to clients, suggesting both that the written reasons did in fact reflect the counselors' orientation to the client and that counselors' orientations do influence actual written responses to the client's verbal statement. Had it been possible to code more than just the counselors' initial responses to clients, it is possible that the significant differences found in orientation would have been more completely matched by those in the actual interactions.

There are many possible reasons why the Bardwick model was not fully supported. Counselors interacting with clients may simply not resemble parents interacting with children. Likewise, counselors may not resemble the general population of parents in American society. Indeed, counselors do deviate from the traditional stereotypes of sex-appropriate behavior. Another reason for the lack of support could be that Bardwick's model described the responses of parents to young children rather than to the adolescents presented in this study. However, the most likely reason for the lack of support is that the Bardwick model does not take into account the behavior of the child and its possible strong effects on parental behavior. The fact that the model was strongly supported in two of the four client behavior situations suggests that the last interpretation is the most plausible explanation.

One way of explaining these findings would be to argue that Bardwick's model was developed to describe the responses of healthy parents to healthy children, and when clients were independent and high achieving, the Bardwick model was matched by the counselors' responses to clients: males were instrumental to other males and expressive to females, and females were expressive to males and instrumental to other females. However, when the client was emotionally dependent or not goal oriented, counselors evaluated and responded to clients according to a sex interaction pattern that was the complete reversal of those interaction effects proposed by Bardwick: males were expressive to other males and instrumental to females, and females were expressive to other females and instrumental to males.

However, there is another way of looking at the findings which is probably more useful for counselors because it helps the counselor to see the relationship between the counselors' expressive and instrumental approaches and the sex-appropriateness of the clients' behaviors. In addition, it is probably a better explanation because it provides a more simple and direct explanation for the shifts in interactions which occurred.

With the exception of the male and female counselors' responses to the low achieving female client and of the female counselors' responses to the high achieving female client, results of this study indicate that when clients exhibit sex-appropriate behavior, the male counselors tend to respond instrumentally to all clients and the female counselors tend to respond expressively to all clients. On the other hand, when clients exhibit sex-inappropriate behavior, the male counselors tend to respond expressively to all clients and the female counselors tend to respond instrumentally to all clients.

Since the emotionality elicited by deviance from sex norms is a function of the characteristics of counselors, the degrees of deviance represented by the behaviors, and the influence of the various sex-norms in present society, the exceptions can be accounted for by reference to the influence of these variables. There are two possible reasons for the fact that the low achieving female client evoked both expressive and instrumental responses from counselors of both sexes. The mixed response may have been elicited by the influence of the stereotypic norm which suggests that successful affiliation is more important for adolescent girls than is successful task achievement. Counselors of both sexes could not know from the client description given whether the low achieving client was neglecting tasks to concentrate on affiliation (sex-appropriate) or just plain inadequate in her approach to tasks. Another explanation for the mixed response could be that low achievment levels are no longer as acceptable for females as they once were. In either case, the emotion elicited by the low achieving female client was simply not comparable to that elicited by the low achieving male client who was clearly deviating from societal norms for sex-appropriate behavior.

Although the male counselors were expressively oriented to the high achieving female client, the female counselors were neither clearly instrumentally nor clearly expressively oriented to the high achieving female client. There are a number of possible reasons for the female counselors' ambivalence.

One interpretation would suggest that female counselors may be more attuned to the changing achievement norms than are male counselors. However, this interpretation is not given much support by the other findings in this study. Female counselors were significantly more concerned than male counselors because the female client's self-image was so dependent on achievement. In addition, the female counselor evaluated the high achieving female client as less healthy than did the male counselor. The comments on the questionnaires and other findings suggested that female counselors felt that all high achieving clients were working too hard, and female counselors desired to change the behavior of all high achieving clients more than did male counselors.

A more likely explanation for the female counselors' ambivalence would be one which focuses on the characteristics of the female counselor herself and her own conflicting needs for and fears of high levels of achievement. The female counselors, by virtue of their positions and roles, are probably highly motivated to succeed, and high achieving women are the most likely to have "fear of success" operational in their achievement thinking (Horner, 1970). The female counselors' ambivalent responses to the high achieving female client may be attributable to their own fears of success--the idea that high achievement and dedication to tasks are somehow incompatible with femininity; whereas, the male counselors, having never been subjected to any pressures which suggested that they not be too successful, were not as ambivalent in their responses to the high achieving female client and, thus, they could be more supportive of high achievement.

Since the degree of deviance implicit in behavior is a function of society's norms as well as its relationship to good mental health, this study clearly reflects some of the ambivalence now present with regard to the appropriateness of some of the norms. This study suggests that the more society and/or counselors are ambivalent about any given behavior and how appropriate it is for males or females, the more likely that counselors will give mixed instrumental and expressive responses. Whereas, the more a behavior is sex-appropriate, the more likely it is that male counselors will respond instrumentally and the female counselor will respond expressively; on the other hand, the more a behavior is sex-inappropriate, the more likely it is that the male counselor will respond expressively and the female counselor will respond instrumentally.

The differences found in this study with regard to counselors' expressive and instrumental orientations to clients suggest that when client behavior is sex-inappropriate, it may arouse anxiety, and that female counselors may respond to this anxiety by becoming more instrumental and male counselors by becoming more expressive. Mixed instrumental and expressive responses probably indicate a lower level of anxiety which results in no clear shift in the counselors' orientations to the clients.

The findings of this study suggest that while counselors' actual responses to clients are perhaps more influenced by their training or their concept of what is an appropriate counseling response than by client behavior, client sex, or counselor sex; the counselors' thoughts about the client--the process by which evaluation or diagnosis is reached--are very much influenced. Furthermore, the counselor-client interaction model that was suggested by the Bardwick parent-child interaction model must be modified to include the effects of client behavior. The following model (presented graphically and stated) incorporates the client behaviors used in this study into a new model of counselor-client interaction.

Responses of Counselors to Clients as a Function of Client Behavior, Client Sex, and Counselor Sex

Type of Client	Sex of Client	Orientation of Male Counselor	Orientation of Female Counselor
Low Achieving	Male	Expressive	Instrumental
	Female*	Expressive and Instrumental	Expressive and Instrumental
High Achieving	Male*	Instrumental	Expressive
	Female	Expressive	Expressive and Instrumental
Dependent	Male	Expressive	Instrumental
	Female*	Instrumental	Expressive
Independent	Male*	Instrumental	Expressive
	Female	Expressive	Instrumental

* = Sex-appropriate

The author has interpolated from Bardwick's parent-child model--modified to apply to counselor-client interactions--to a new model stated here:

1. Unlike the population of adults at large, counselors are about equally expressive and instrumental in their orientations toward clients but

are more expressive than instrumental in their actual interactions with clients.

2. Female counselors are more expressive than are male counselors to both male and female clients when the clients exhibit sex-appropriate behaviors.
3. Male counselors are more instrumental than are female counselors to both male and female clients when the clients exhibit sex-appropriate behaviors.
4. Female counselors are more instrumental than are male counselors to both male and female clients when the clients exhibit sex-inappropriate behaviors.
5. Male counselors are more expressive than are female counselors to both male and female clients when the clients exhibit sex-inappropriate behavior.

Behavior Appraisal

If counselors' appraisals of client health were strongly and directly influenced by the stereotypic images of sex-appropriate behavior and if counselors held different concepts of mental health for male and female clients which were in keeping with the stereotypic images, it would be reasonable to assume that counselors would have evaluated the independent and high achieving male clients and the dependent and low achieving female clients as significantly more healthy than the opposite-sexed counterparts in the study.

Findings suggest that health appraisals were not directly influenced by stereotypic images of sex-appropriate behavior. Male counselors rated the dependent male client and the high achieving female client as significantly more healthy than did female counselors.

These findings cannot be interpreted without reference to the characteristics of school counselors and to their aversion to responding to the behavior appraisal scale. As was pointed out in the introduction to this chapter, counselors rarely chose to say that a client's approach was unhealthy and the counselors' subsequent responses in the questionnaire often clearly contradicted the health appraisals which were made.

While male counselors responded expressively to the high achieving female client--suggesting that her behavior may well have been perceived by them as sex-inappropriate--they also saw her as more healthy than did female counselors. This finding probably reflects an important characteristic of the male counselor: he is, indeed, more approving of and less anxious about high achievement in all clients than is the female counselor. As was previously indicated, this greater support for high achievement is probably a function of his socialization which did not include the "fear of success" which is often a part of the experience of high achieving females. The fact that the male counselors were more threatening in their written responses to the high achieving female than to the high achieving male indicates acceptance of a stereotypic achievement norm but does not necessarily conflict with their more comfortable acceptance of high achievement; male counselors may simply be a little more supportive of high achieving males than of high achieving females.

The male counselor was also considerably more generous in his health appraisal of the dependent male client than was the female counselor.

With regard to the male counselors' greater acceptance of the dependent male client, it appears that two variables may have been influential: the male counselors' own dependent characteristic may make him more supportive of dependence in other males than is the female counselor and the male counselor may deny many of the negative feelings he may have about male dependence.

Male counselors are themselves more people-oriented, more sensitive to the feelings and opinions of others, more dependent, and more group dependent than the average adult male in this society (Patterson, C. H., 1967; Shertzer and Stone, 1971; McClain, 1968). Thus, the male counselor, when faced with a dependent male client, evaluates him as more healthy than does the female counselor who is herself more assertive than other adult females (McClain, 1968) and who is probably more attuned than the male counselor to the general dependency norms for adult males. However, it is interesting to note that the male counselor was just as anxious as the female counselor to change the behavior of the dependent male despite his more generous overt evaluation. The male counselors' desires to change the client and their expressive orientations to the client suggest that the male counselors may have been aware of and anxious about the male client's deviance from dependency norms but may have denied their real feelings. The large number of discrepencies between evaluations and later responses supports the contention that denial may have been influential.

Counseling Outcome

If counselors' desires to change client behavior were directly influenced by stereotypic images of sex-appropriate behavior, one would predict that counselors would indicate a greater desire to change client behaviors in the traditional direction.

Stereotypic images of sex-appropriate behavior were influential: all counselors had a significantly greater desire to change the behavior of the low achieving male client than that of the low achieving female client. However, female counselors indicated a significantly greater desire than male counselors to change the behavior of the dependent female client and of high achieving clients of either sex.

One can conclude that counselors are responsive to the norms which differentially discourage low levels of achievement in males and females. Furthermore, it appears that male counselors are more supportive than female counselors of those norms which encourage high achievement for all people. These findings support the interpretation offered earlier in this chapter which suggested that female counselors--who were themselves motivated to achieve--perceived achievement activities as being in conflict with affiliation activities and consequently were less supportive than male counselors.

The male counselor also appears to be more accepting than the female counselor of female dependency. Again, this tolerance for dependency on the part of the male counselor is most likely a function of the male counselors' own dependency; whereas, the female counselor, who is more assertive than the average adult female (McClain, 1968), may be less tolerant of dependent behavior on the part of other females.

Emotional Content Ratings of Counselors' Written Responsess to Clients

Had counselors' responses been influenced by traditional images of sex-appropriate behavior, one would predict that counselors would be supporting with those clients who exhibit behavior that is inconsistent with the stereotype and threatening or less supporting with those who deviate from the stereotypes.

Some of the differences were in the direction which supports the contention that counselors are influenced by the stereotypic images of sex-appropriate behavior. Male counselors were significantly more threatening to the high achieving female client than to the high achieving male client.

Not all differences, however, would be directly predicted by the influence of stereotypic images. Female counselors were significantly more threathreatening than were male counselors to the dependent male client and to the low achieving female client. Also, when analyzing counselors' responses across all client behavior situations, it was found that female counselors were significantly more threatening than male counselors to all clients.

Once again, the male counselor is clearly more accepting of deviance in the direction of dependency than is the female counselor and, as previously indicated, this is likely to be a function of the personal characteristics and consequent values of male and female counselors.

Female counselors, who were clearly uncomfortable with high achievement, were also uncomfortable with low levels of achievement. They were, as findings indicate, more threatening to the low achieving female than to the low achieving male client and female counselors were significantly more threatening to the low achieving female client than were male counselors. These findings tend to confirm the interpretation which suggested that the female school counselor is herself highly motivated to achieve but ambivalent in the now classical sense described by Matina Horner (1970). The female counselor apparently puts a high value on achievement and will discourage low achievement in other females, but will also be threatened if achievement levels are high enough to suggest interference with the development of smooth interpersonal relationships. Thus, the female gives "shape up" responses to both high and low achieving female clients.

In all situations female counselors were significantly more threatening than the male couselors, suggesting perhaps that the female counslors have a tendency to respond directly to their values; whereas, the male counselors either have more flexible values or they are less directly and demonstratively responsive to their values.

These findings, in addition to some of the others already reported, suggest that the female counselor, with the exception of high achieving behavior, may have less tolerance than male counselors for male deviance from traditional sex-appropriate norms and less tolerance than male counselors for female compliance to traditional sex-appropriate norms.

Counselors' Attitudes toward Client Behaviors

If counselors had been influenced by traditional stereotypes of sex-appropriate behavior, they would have been more concerned by the behavior of the independent female, the dependent male, the high achieving female, and the low achieving male than by their opposite-sexed counterparts. Likewise, they would have been more pleased by the behaviors of the independent male, the dependent female, the high achieving male, and the low achieving female than by their opposite-sexed counterparts.

Contrary to the expected attitudes, counselors were more concerned by the independent male client's lack of sensitivity to other's opinions than they were by the same deficiency in the female client.

Male counselors were more pleased than were female counselors by the dependent male client's sensitivity to the opinions and feelings of others.

Female counselors were more concerned than male counselors because the high achieving clients of both sexes were driving themselves too hard and were more concerned than male counselors because the female client's self-image was so dependent on achievement.

Female counselors were more concerned than male counselors because the low achieving female client was so comfortable doing only what was easy.

In addition, when attitudes were analyzed across all client behavior situations, all counselors were more concerned by male clients than by female clients and female counselors were more concerned by all clients than were male counselors.

The fact that counselors were more concerned by the behavior of the independent male than by that of the independent female suggests several interpretations. One would suggest that the high value counselors place on sensitivity to others makes both male and female counselors somewhat opposed to too much independence--a deviance which has traditionally occurred only with males. It seems likely that counselors may not have been as concerned about the female client's independence simply because she was a female, and would, therefore, not be as likely to continue such an approach. The counselors' comments suggested that they were more likely to regard the client's behavior described in the questionnaire as an isolated and temporary period of development when the client was female and as a life style when the client was male. Some counselors actually stated that when the female client got older she would modify her behavior, but such comments were not made in reference to the male client who seemed to be regarded either as much more of a threat to others or as a greater danger to himself.

In addition, a reveiw of the questionnaire survey data shows that the independent client was evaluated as even less healthy and more in need of change than the dependent client. The implication is that counselors may evaluate dependent behavior as more healthy than independent behavior. Thus, they may not just be rejecting the stereotypic norm which encourages more independence in males than in females, but may be rejecting norms which encourage independence in clients of either sex.

The counselors' greater concern over male client behavior, compared to female client behavior, probably reflects both the males' higher status in society and the greater tolerance normally accorded female deviance. Because male behavior is traditionally viewed as more directly realted to society's goals than is female behavior, society allows them less deviance, and counselors may be reflecting this bias.

The fact that female counselors were more concerned by the behavior of all clients than were male counselors is again indicative of the female counselors' stronger disposition to respond directly to their values. This interpretation is further supported by the tendency of mean scores for male counselors to be located more toward the neutral points on the scales than are the mean scores for female counselors. The exceptions to this tendency were the scores for the health appraisals, male counselors evaluating clients as more healthy than female counselors. However, since all counslors were hesitant to evaluate a client's approach as unhealthy, the fact that female counselors were more willing to do so than male counselors really supports the contention that the female counselors were more emotionally reactive and assertive and more willing to disclose their values.

Appropriateness Ratings of Counseling Responses

If counselors had been directly influenced by traditional images of sex-appropriate behavior, one would expect that the supporting and neutrally reflecting responses would have been given higher appropriateness ratings for use with independent male, dependent female, high achieving female, and low achieving male clients than for their opposte-sexed counterparts in the study.

The first response, the totally supporting response, is almost a synpathetic response. If used, it would probably convey to the client the impression that the counselor was in complete agreement with the client's verbal statement. This response was not seen as appropriate for use with any of the clients, but male counselors found it significantly less inapparopriate than did female counselors for use with all female clients and for use with high achieving clients of either sex, suggesting that male counselors were more willing than female counselors to be totally supporting of female clients and of high achievement.

The conditionally supporting response was one which offered the client support contingent on the client's willingness to change behavior.

In essence it conveys to the client a strong desire on the part of the counselor to be helpful and points to the direction in which help would be given; thus, being highly controlling as well as supportive.

Female counselors found this response significantly more appropriate than did male counselors for use with all clients, suggesting that the female counselors were more willing than male counselors to act immediately on their values and to control the direction of the interview. Female counselors also differed from male counselors by finding the response more appropriate for the dependent male, the independent female, and the high achieving female. The female counselors again demonstrated they were more willing than the male counselor to control and to immediately begin modification of these client behaviors. Male counselors, however, found this response more appropriate for the dependent female than for the dependent male, suggesting either rejection of the traditional stereotype or greater comfort being supportive and controlling when the dependent client is female rather than male.

On the other hand, when the client was a low achiever, the male counselor found this response more appropriate for the male client than for the female client, reflecting his desire to make immediate modification of the low achieving male client's behavior and reflecting direct support of stereotypic norms for achievement.

The neutrally reflecting response was one which simply repeated the client's statement. The client would probably interpret such a response as either supportive or as an attempt on the part of the counselor to check the content of the client's statement.

Female counselors found this response more appropriate than did male counselors for use with all clients. This neutral stance on the part of the female counselor is in conflict with the rest of the data which suggests that the female counselor is more consistently responsive to her values than the male counselor may be to his.

The neutrally reflecting response was also rated by all counselors as more appropriate for use with the dependent female client than the dependent male client and for use with the high achieving male than the high achieving female client, suggesting a direct relationship between counselors' responses and the norms for sex-appropriate behavior.

Female counselors also differed from male counselors by finding the neutrally reflecting response more appropriate for all low achieving clients. This difference probably reflects the male counselors' greater support for high achievement and lesser acceptance of low achievement by comparison with the female counselor.

The partially rejecting response was one which confronted the client's approach but did not necessarily confront his philosophy. In essence, it asked the client to consider the efficiency of his means rather than to revise his ends.

This response was evaluated by all counselors as more appropriate for the low achieving male client than for the low achieving female client, suggesting a direct relationship between the traditional sex stereotypes and the counselors' responses.

The totally rejecting response was one which confronted the whole of the client's statement to the counselor. In essence, it would probably indicate to the client that he should either examine his motives or his philosophy rather than his actions.

Female counselors rated this response as more appropriate than did male counselors for use with both the high and low achieving female clients. This difference probably reflects the female counselors' greater willingness to probe for the motives which underly the achieving behavior of these female clients. Since female counselors were more concerned than male counselors about either high or low achievement in female clients, it follows that they would seek more information. Perhaps this reflects in some part their desire to check the affiliation progress of the female client.

Likewise, all counselors found this response less inappropriate for the independent male client than for the independent female client, basically supporting the contention that independence in the male was viewed as a greater threat and, therefore, the counselors were more likely to examine the philosophy or motives underlying the behavior.

Summary

In summary, the data collected and the tests performed for this study seem to indicate a strong relationship between client sex, client behavior, and counselor sex. The findings can be divided according to the interpretations they support:

1. All counselors responded in support of stereotypic images of sex appropriate behavior as indicated by the following findings:
    - All counselors were significantly more concerned by the behavior of the male clients than by the behavior of the female clients.

- All counselors had a significantly greater desire to change the behavior of the low achieving male client than that of the low achieving female client.
- All counselors rated the partially rejecting response as more appropriate for use with the low achieving male client than for use with the low achieving female client.
- All counselors rated the neutrally reflecting response as more appropriate for use with the dependent female client than for use with the dependent male client and as more appropriate for use with the high achieving male client than for use with the high achieving female client.
- All counselors rated the conditionally supporting response as significantly more appropriate for use with the low achieving male client than for use with the low achieving female client.

2. Female counselors responded in support of stereotypic images of sex-appropriate behavior as indicated by the following finding:
   - Female counselors were significantly more threatening in the emotional content of their responses to the dependent male client than to the dependent female client.
3. Male counselors responded in support of stereotypic images of sex-appropriate behavior as indicated by the following finding:
   - Male counselors were significantly more threatening in the emotional content of their responses to the high achieving female client than to the high achieving male client.
4. All counselors were directly and negatively responsive to stereotypic images of sex-appropriate behavior as indicated by the following findings:
   - All counselors were significantly more concerned by the independent male client's lack of sensitivity to other's opinions than they were by the same deficiency in the female client.

- All counselors rated the totally rejecting response as significantly less inappropriate for use with independent male client than for use with the independent female client.

5. Male counselors were directly and negatively responsive to stereotypic images of sex-appropriate behavior as indicated by the following findings:
   - Male counselors rated the conditionally supporting response as significantly more appropriate for use with the dependent female client than for use with the dependent male client.

6. Female counselors were directly and negative responseive to stereotypic images of sex-appropriate behavior as indicated by the following finding:
   - Female counselors were significantly more threatening in the emotional content of their responses to the low achieving female client than to the low achieving male client.

7. Male and female counselors were responsive to their own sex-related values and characteristics when they responded in the following ways:
   - Female counselors indicated a significantly greater desire than male counselors to change the behavior of high achieving clients of either sex and of the dependent female client.
   - Female counselors were significantly more threatening than male counselors in the emotional content of their responses to all clients.
   - Female counselors were significantly more threatening than male counselors in the emotional content of their responses to the dependent male client and the low achieving male client.
   - Female counselors were significantly more concerned than male counselors by the behavior of all clients.

- Female counselors were significantly more concerned than male counselors because the low achieving female client was so comfortable doing only what was easy.

- Female counselors were significantly more concerned than male counselors because the high achieving clients of both sexes were driving themselves too hard and were also significantly more concerned than male counselors because the female client's self-image was so dependent on achievement.

- Female counselors rated the totally rejecting response as significantly more appropriate than did male counselors for use with both the high achieving and low achieving female client.

- Female counselors rated the neutrally reflecting response as significantly more appropriate than did male counselors for use with low achieving clients of either sex.

- Female counselors rated the conditionally supporting response as significantly more appropriate than male counselors for use with the dependent male client, the independent female client, and the high achieving female client.

- Female counselors rated the conditionally supporting response and the neutrally reflecting response as significantly more appropriate than did male counselors for use with all clients.

- Male counselors were significantly more pleased than were female counselors by the dependent male client's sensitivity to the opinions and feelings of others.

- Male counselors rated the totally supporting response as significantly less inappropriate than did female counselors for use with all female clients and for use with high achieving clients of either sex.

Summary and Implications

The findings and interpretations presented in this study suggest implications for both research and practice.

This study has presented findings regarding counselors' expressive and instrumental orientations to and interactions with clients and has interpreted those as they related to the traditional images of sex-appropriate behavior. The important finding in this part of the study was that counselors' expressive and instrumental orientations to clients were affected not only by the sex of the client and the sex of the counselors, as the Bardwick parental interaction model suggested, but also by the client behavior exhibited and its relationship to sex-role norms; i.e., female counselors were more expressive to all clients and male counselors were more instrumental to all clients when the clients' behaviors were sex-appropriate, but when the clients' behaviors were sex-inappropriate, the counselors' orientations were reversed. Although the counselors' actual written responses to the clients were not as strongly affected by the interaction described above, there were a sufficient number of significant differences in those responses to suggest that orientation does affect the counselors' interactions with clients. It appears that client behavior which is deviant from the traditional sex-role norms elicits from counselors responses which are also deviant from those traditionally attributed to males and females. Thus, counselors respond to client behaviors which are sex-inappropriate by exhibiting an orientation which is sex-inappropriate and which may, in turn, result in a response style which will also be sex-inappropriate. Put more simply, when clients exhibit behavior which is not congruent with traditional sex-role norms, male counselors adopt an orientation to those clients that has traditionally been a feminine one and female counselors adopt an orientation that has traditionally been a masculine one.

This study does not provide the information which could explain why this reversal occurs. One could argue that counselors are so empathetic that they model the behavior of clients of the same sex; however, this explanation would not account for the counselors' orientations to clients of the opposite sex. The reversal may occur as a reaction to the anxiety aroused when client behavior is incongruent with counselor values; however, this explanation would assume either greater acceptance of stereotypic sex-role values than the findings in other parts of this study indicated were present or that the open-ended sections of the questionnaire were the only sections that were sufficiently sensitive to the subtle effects of the traditional sex-role stereotypes on the responses of the counselors to clients.

Although the reversal found to occur in counselors' orientations to clients as a function of the sex-appropriateness of the client's behavior is an interesting finding and has implications for further research, there are not clearly apparent implications for practicing school counselors. Implications must await further research which clarifies the relationship between orientation and subsequent interaction with clients. Furthermore, some counseling theories suggest that counselors should take only an expressive approach to clients (for example, Rogerian Theory); and others, while not excluding expressive responses, suggest that counselors are more effective when they take an instrumental approach to clients (for example, Behavioral Theory). Since outcome studies show that both approaches can result in client behavior change and client satisfaction, any implications for the matching of counselors and clients by counselor sex, client sex, and client behavior must await further research which provides information about what kinds of clients can profit most from which kinds of approaches.

Other findings do, however, suggest some implications for practicing counselors. First, findings suggest that female school counselors are more directly responsive to their values than are male counselors. Male counselors, by contrast seem more neutral in their responses to clients. Each approach may be potentially helpful or harmful when viewed within the context of the counseling interview. For example, female counselor responsiveness may indicate a greater willingness to be honest with one's self and one's clients and a healthy self-confidence and assertiveness; or it may indicate a lack of objectivity, a willingness to impose one's values and biases on clients, and a need to control and manipulate the clients. The female counselor may be somewhat like the little girl in the nursery rhyme, "when she is good, she is very very good, but when she is bad, she is horrid." Male counselor neutrality also lends itself to a dual interpretation. It may represent a healthy objectivity, a greater tolerance and acceptance of other's values and goals, and freedom from the need to control others; or it may represent a lack of self-confidence and assertiveness and a denial of one's own values. The findings do not clearly support any of the interpretations offered. Some of the male counselors' responses did suggest denial or superficiality, and some of the female counselors' responses were controlling and manipulative, but in neither case were such responses typical of counselors of either sex.

Perhaps, the implication drawn from the findings which suggest greater female counselor reactivity to clients and, by comparison, greater male neutrality should only be the following: female counselors may need to guard against being too directive, too controlling, and too assertive; whereas, male counselors may need to guard against being too neutral, too superficial, and too denying of their values.

Second, the findings and interpretations presented in this study suggest that counselors are rejecting of some stereotypic norms and accepting of others. Both male and female counselors exhibited in their responses considerable support for the norms which discourage low achievement in males more than in females, but they clearly rejected the norms which support greater emotional independence in males than in females. However, male and female counselors' responses to high achieving and dependent clients were significantly different from one another, indicating that with regard to acceptance or rejection of norms relating to those behaviors, counselor sex is very influential.

Male counselors appear to be more tolerant and accepting of dependency in both male and female clients than are female counselors. If one assumes that the independent and dependent clients described in the questionnaire are about equally deviant from society's norms, then comparing the male counselors' responses to both these clients suggests that male counselors are more accepting of dependence than of independence in clients. The male counselors' greater acceptance of the dependent client may mean that they should evaluate their own biases and values to make sure that they are as supportive of those characterstics which are necessary to be independent and able to confront others as they are of those which encourage intimacy, sensitivity, and dependence between people.

On the other hand, the male counselors' greater acceptance of the dependent male client may be beneficial. Since, this study concerned itself only the the initial stage of the counseling interview, there is no data available in this study on the consequences of this greater tolerance. Does it lead to more effective counseling or to less effective counseling? Heilbrun (1968) found that dependent male clients stayed in therapy with clinically trained male therapists; whereas, independent males terminated therapy prematurely. Heilbrun's study, however, does not prsent any information about female therapists or any information regarding client behavior change or counseling outcome. Thus, it is not known if the male counselors' acceptance of dependency would lead to more effective counseling, and any implication resulting from male counselors' acceptance of dependency and the female counselors' lesser acceptance of the same behavior must await further research which clarifies the relationship between counselors' attitudes toward dependent behavior and the outcome of therapy.

Male counselors were more supportive than female counselors of the stereotypic norms which encourage greater achievement in the male than in the female, but female counselors were not as supporting of high levels of achievement as were male counselors. Female counselors were more concerned than male counselors about the high achieving female client's self-image in particular. The differences in the responses of male and female counselors to high achieving clients were attributed in the interpretation to the likelihood that female counselors were ambivalent about high levels of success with task achievement because of their own "fears of success." Until society changes, it is unlikely that such female ambivalence toward achievement can entirely be eliminated; however, counselors-in-training and practicing counselors should be made aware of the possibility that female counselors may themselves experience fear of success and that able high school girls are also good candidates for the same fears. Many counselors suggested that the low-achieving clients were low achievers because they were afraid of failure, but not one counselor in the whole sampel suggested that the low-achieving female clinet could suffer from "fear of success" despite the fact that the low achiever was described as an extremely bright student who simply refused to work in accordance with her ability. If female counselors are ambivalent about success and communicate this ambivalence to clients, such communications would probably not be beneficial to clients. This study suggests that female counselors may be communicating such ambivalences, therefore, efforts should be made to increase female counselor's awareness of the research in this area and of the effects of fear of success on achievement thinking.

In summary, the major hypothesis of this study was confirmed: there were many significant differences in counselors' responses to clients which were a function of counselor sex, client sex, and the client behavior exhibited. Although more differences were found when responses were analyzed by counselor sex than by client sex, the response patterns found indicated that counselors were selectively supporting and rejecting of specific sex-role norms. Furthermore, female counselors appeared to be less accepting than were male counselors of male client deviation from traditional sex-role norms and more rejecting than male counselors were of female client compliance to traditional sex-role norms.

APPENDIX A

THE QUESTIONNAIRE FOR THE STUDY

COUNSELOR RESPONSES TO FOUR BEHAVIOR PATTERNS DURING INITIAL INTERVIEWS

Directions

In the following questionnaire, you will be presented with four counseling situations that a high school counselor might typically encounter. It is assumed that counselors do have to develop hypotheses about clients although they may not necessarily share these with the client. Initial hypotheses may change rapidly as counselors get more information, but this questionnaire will address itself only to those first hypotheses and to possible counselor responses. Because this study is primarily concerned with your spontaneous initial reactions, please do the questionnaire as quickly as possible and do not get overly concerned about being consistent or right. Initial responses are recognized as primarily guesses and hunches.

You will need about 30 minutes to complete this questionnaire--allowing about 10 minutes for each of the four Situations. Please plan to complete the whole questionnaire during one time period if possible. To each of the four Situations, you will be asked to make six responses. Do not leave any response category blank and follow the directions preceding each response category. Do not discuss the questionnaire with colleagues before making responses.

Please fill in the information requested below before beginning the questionnaire, and upon completion of the questionnaire, mail it and the table (optional) back in the enclosed self-addressed and stamped envelope.

Once again, we thank you for your participation in this study.

* * * * * * * *

Indicate which responses describe you by marking them with an X.

Age:
____ 21-25
____ 26-30
____ 31-35
____ 36-40
____ 41-45
____ 46-50
____ 51-55
____ 61-65

Highest Degree:
____ B. A.
____ M. A.
____ Specialist
____ Ph. D.

Sex:
____ M
____ F

Years of Counseling Experience:
____ 1-3
____ 4-6
____ 7-9
____ 10-13
____ 14-16
____ 17 or more

Years Teaching Experience:
____ 1-3
____ 4-6
____ 7-9
____ 10-13
____ 14-16
____ 17 or more

Other relevant experience? ______________________________

____

Situation I

Ralph is seventeen years old and a junior in high school. He is active in sports, debate, and writes for the school newspaper. Ralph is enthusiastic, attractive, and popular with a number of his classmates despite his tendency to be outspoken and sometimes critical of his friends' actions or opinions. He has been recommended for counseling because of his critical behavior in a situation involving one of his teachers--he suggested that the assignments given were usually worthless. Other teachers and an occasional student, however, have also complained informally of Ralph's critical behavior. It is not, they say, that he is cruel or malicious but rather that he sometimes chooses to be insensitive to the effects his comments have on other people.

Ralph reluctantly consented to come for a counseling interview after a conference with his teacher. He does not, however, believe that his actions are inappropriate. If there was a problem, he suggested to the teacher, it was someone else's. Ralph enters the counseling office and makes himself comfortable in the chair. As he leans back in his chair, he looks at you and makes the following comments:

"I really don't think that I need counseling. I have only done and said what I believe, and I think that that is a good thing to do. When I don't like what is happening, I usually say so, and if that bothers some people once in a while, it is still all right with me. I don't always need other people's approval for what I do and say."

I. Behavior Appraisal: Which of the following statements comes closest to describing your initial appraisal of Ralph's approach to himself and other people. Mark that response with an X.

_____ 1. Ralph seems very healthy.
_____ 2. Ralph seems basically healthy.
_____ 3. I have no opinions about Ralph.
_____ 4. Ralph seems a little unhealthy.
_____ 5. Ralph seems very unhealthy.

II. Rationale: Briefly give your reasons for the appraisal that you made.

____

____

____

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III. Response to Client: In a few words, how might you reply to Ralph's statement? Give the exact words you might use in first addressing Ralph.

____

____

____

____

IV. Counseling Responses to Client: A list of possible replies to Ralph's verbal statement follows. Using the scale below, rate each of the responses. You may use any letter more than once or not at all.

A=Very appropriate--a response that you would be likely to use
B=Appropriate--a good response, not necessarily your style but one which you see as potentially helpful
C=Neutral--a response about which you have no opinion
D=Inappropriate--a poor response, one which is unlikely to be in the client's best interest
E=Very inappropriate--a response that you would definately never use

_____1. An honest approach is rarely received the way it deserves to be in this world.
_____2. Being honest is usually a very good approach.
_____3. I like your desire to be honest, but don't you think it is possible to be honest and still be concerned about how other people feel?
_____4. You believe that it is really important to say exactly what you think, and you feel a little resentful when this upsets others.
_____5. Perhaps you and I could work together to help you express yourself honestly in ways that will make others more willing to listen to you.
_____6. Are you sure that the only issue involved here is honesty?

V. Attitudes: From each of the following pairs of statements, mark with an X the one which most closely reflects your present attitude toward Ralph and his approach to himself and other people.

_____1. I am concerned because Ralph doesn't seem to be sensitive to others.
_____2. I am pleased because Ralph is able to function independently.

_____1. I am concerned becasue Ralph seems overly assertive and dominating.
_____2. I am pleased because Ralph can express his real feelings without undue fear.

VI. Outcome: Mark with an X the statement which most closely reflects the way you would complete this sentence: In my judgement:

_____1. I do believe that Ralph should continue his present approach.
_____2. Probably Ralph will do just fine if he continues his present approach.
_____3. I really don't know if Ralph should continue or change his approach.
_____4. Probably Ralph would do better to modify his approach.
_____5. I really think Ralph should change his approach.

Further comments?____
____
____
____

Situation II

David is an attractive and friendly eleventh grade boy. He is a bit better than average in his academic work. Although he is not one of the school "wheels," he has many friends and attends most school functions. He shares with his parents the aspirations that he go to college and says that he likes school very much. David has been in your office asking for help three times in the past year. The first time he was concerned because he thought one of his teachers did not like him and that made him uncomfortable in the class. The second time he came because his girlfriend had rejected him in favor of his best friend and he was concerned about how he should act with them. Your third contact with David was only a brief conversation in the hall. A teacher has assigned him a speech topic about which he felt he could not speak effectively and he felt the teacher should allow him an alternative topic. He was going to come and talk to you about the best way to approach the teacher, but he never came in. You later found out that he gave the talk as assigned and had not discussed his objections with the teacher.

David is in your office now and you have just discussed with him the results of a vocational interest test which is routinely administered to all eleventh graders. After finishing off these tests together, you ask him how the rest of his life is going now. His reply follows:

"Everything seems to be going very well now. My grades are good, I have lots of friends, and I like all my classes. About the only thing that ever bothers me is that sometimes I feel like people take advantage of me. It seems like I always end up being the person who does the jobs that are the least fun. I probably worry too much about hurting other people's feelings, but I really wouldn't like to be like some people and just think of myself all the time and not care about how the other guy feels."

I. Behavior Appraisal: Which of the following statements comes closest to describing your initial view of David's approach to himself and to others? Mark that response with an X.

_____ 1. David seems very healthy.
_____ 2. David seems basically healthy.
_____ 3. I have no opinions about David.
_____ 4. David seems a little unhealthy.
_____ 5. David seems very unhealthy.

II. Rationale: Briefly give your reasons for the appraisal that you made.

____
____
____
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III. Response to Client: In a few words, how might you reply to David's statement? Give the exact words you might use in first addressing David.

____
____
____
____

IV. Counseling Responses to Client: A list of possible replies to David's verbal statement follows. Using the scale below, rate each of the responses. You may use any letter more than once or not at all.

A=Very Appropriate--a response that you would be likely to use
B=Appropriate--a good response, not necessarily your style but one which you see as potentially helpful
C=Neutral--a response about which you have no opinion
D=Inappropriate--a poor response, one which is unlikely to be in the client's best interest
E=Very inappropriate--a response that you would definitely never use

_____1. In this real world, it can often be very difficult to be the kind of person who really cares about others.
_____2. I can respect your concern for others.
_____3. I can appreciate your feelings, but do you think that it might be possible to show concern for others and still not let them take advantage of you?
_____4. You like the face that you can be concerned for others, but you feel confused and dissappointed when they don't show a similar concern for you.
_____5. Perhaps you and I could work together on this problem and help you find a way to conduct yourself so that this doesn't happen when you face these situations in the future.
_____6. Perhaps there is something you do which allows others to take advantage of you?

V. Attitudes: From each of the following pairs of statements, Mark with an X the one which most closely reflects your present attitude toward David and his approach to himself and other people.

_____1. I am concerned because David is so dependent upon the opinions of others.
_____2. I am pleased because David is sensitive to the feelings and opinions of others.

_____1. I am concerned because David does not seem to be able to assert himself more.
_____2. I am pleased because David does not want to dominate and control others.

VI. Outcome: Mark with an X the statement which most closely reflects the way you would complete this sentence: In my judgement:

_____1. I do believe that David should continue his present approach.
_____2. Probably David will do just fine if he continues his present approach.
_____3. I really don't know if David should continue or change his approach.
_____4. Probably David would do better to modify his approach.
_____5. I really think David should change his approach.

Further comments?____
____
____
____

Situation III

Julie is sixteen and in the eleventh grade. She is an average, middle-class girl who works exceptionally hard at everything she undertakes and who achieves academically above what her test scores would predict. In addition to spending much time in the library, she is active in two competitive sports, a member of the debate club, and a representative on the student council. She shares her parents' high aspirations for her future and organizes her time and energy to fulfill those expectations. Her successes seem to indicate that she is very capable.

Though you really do not know Julie, you have often heard teachers refer to her as dedicated or competent. You have occasionally observed her in the halls rushing from one activity to another or in the library very intent upon whatever she was doing. Today she comes into the counseling office and explains that one of her teachers insisted that she make an appointment to see you because she had turned several assignments in late. You tell her that you are available now if she wants to talk and she sits down and gives the following explanation:

"I guess I just try to do too much and sometimes everything catches up with me at once. Some people seem to think that I try to do too much or work too hard, and sometimes I really do begin to wonder if I do. I know that I work a lot harder than most of the other kids, but it really does make me feel good when I find that I can do something that I really wasn't sure I could do. It makes me feel confident--like I am really some kind of big deal. Sometimes I would like just to relax, but I guess I just am the kind of person who can't be satisfied that way."

I. Behavior Appraisal: Which of the following statements comes closest to describing your initial appraisal of Julie's approach to undertaking and accomplishing tasks. Mark that response with an X.

_____ 1. Julie seems very healthy.
_____ 2. Julie seems basically healthy.
_____ 3. I have no opinions about Julie.
_____ 4. Julie seems a little unhealthy.
_____ 5. Julie seems very unhealthy.

II. Rationale: Briefly give your reasons for the appraisal that you made.

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III. Response to Client: In a few words, how might you reply to Julie's statement?

____

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IV. Counseling Responses to Client: A list of possible replies to Julie's verbal statement follows. Using the scale below, rate each of the responses. You may use any letter more than once or not at all.

A=Very appropriate--a response that you would be likely to use
B=Appropriate--a good response, not necessarily your style but one which you see as potentially helpful
C=Neutral--a response about which you have no opinion
D=Inappropriate--a poor response, one which is unlikely to be in the client's best interests
E=Very inappropriate--a response that you would definitely never use

_____1. Not many people can do as much as you, but then few have experienced the real rewards that you have.
_____2. To be able to do something well makes most people feel good.
_____3. To enjoy work is good, but don't you think that you could accomplish a lot of things and still find some time to rest and relax?
_____4. Although you sometimes wonder if you work too hard, you really feel that for you it is all worth while.
_____5. Perhaps you and I should take a good look at what you are doing and see if we can't find a way for you to do what you want to do and still find some time to relax.
_____6. Could there be any other reasons why you push yourself so hard?

V. Attitudes: From each of the following pairs of statements, mark with an X the one which most closely reflects your present attitude toward Julie and her approach to tasks.

_____1. I am concerned because Julie's self-image seems so dependent on achievement.
_____2. I am pleased because Julie is getting real enjoyment from what she can do.

_____1. I am concerned because Julie seems to be driving herself so hard.
_____2. I am pleased because Julie is fully using her potential.

VI. Outcome: Mark with an X the statement which most closely reflects the way you would complete this sentence: In my judgement:

_____1. I do believe that Julie should continue her present approach.
_____2. Probably Julie will do just fine if she continues her present approach.
_____3. I really don't know if Julie should continue or change her approach.
_____4. Probably Julie would do better to modify her approach.
_____5. I really think Julie should change her approach.

Further comments?____

____

____

____

Situation IV

Ann is sixteen years old and a junior in high school. She is attractive and quite popular with other students. She attends school functions regularly and appears to be rather satisfied with most of her academic classes. Ann has never sought any kind of help from a counselor and is only in the counseling office today at your suggestion. During an analysis of school records, Ann was one of several students identified as an underachiever. Follow-up interviews with the teachers of these students supplied the following information about Ann. Teachers described Ann as having ability but simply not using it. They said that Ann would show rare spurts of interest in a topic but never sustained the effort necessary to produce any quality academic work. Ann's style was described as doing just enough to get by and no more.

After explaining to Ann the process and the rationale behind the record analysis which resulted in your invitation to her, you ask her if she believes that she is presently not using the school's resources to explore her potential. She agrees that she is not using the school. You tell her that you would very much like to know her reasons so that the school might be able to serve her better. This is her response:

"I guess I am just not all that interested in developing my abilities. I do not see much pay-off in that and I don't like competition and I don't like being evaluated by others. I wouldn't get any big thrill out of getting all A's or stuff like that. It just isn't worth the effort. It's really nice of you and the other people here to be so concerned, but I guess I'm satisfied doing what I'm doing."

I. Behavior Appraisal: Which of the following statements comes closest to describing your initial appraisal of Ann's approach to undertaking and accomplishing tasks. Mark that response with an X.

_____ 1. Ann seems very healthy.
_____ 2. Ann seems basically healthy.
_____ 3. I have no opinions about Ann.
_____ 4. Ann seems a little unhealthy.
_____ 5. Ann seems very unhealthy.

II. Rationale: Briefly give your reasons for the appraisal that you made.

____

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____

III. Response to Client: In a few words, how might you reply to Ann's statement? Give the exact words you might use in first addressing Ann.

____

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____

____

IV. Counseling Responses to Client: A list of possible replies to Ann's verbal statement follows. Using the Rating Scale below, rate each of the responses. You may use any letter more than once or not at all.

A-Very appropriate--a response that you would be likely to use
B-Appropriate--a good response, not necessarily your style but one which you see as potentially helpful
C-Neutral--a response about which you have no opinion
D-Inappropriate--a poor response, one which is unlikely to be in the client's best interests
E-Very inappropriate--a response that you would definitely never use

_____1. I can appreciate your point of view. I guess your experiences must have proved to be pretty uninspiring in the past.
_____2. Evaluation and competition turn a lot of people off.
_____3. I can understand some of your objections, but realistically won't you want to find some way to develop and use your abilities?
_____4. You feel that getting more involved in school includes so many things that you do not want to be a part of, that you are really pretty disinterested in trying any harder.
_____5. Surely with your potential it would be possible for us to work together to find something that would be exciting for you.
_____6. Could there be any other reasons why you are so disinterested in developing your abilities?

V. Attitudes: From each of the following pairs of statements, mark with an X the one which most closely reflects your present attitude toward Ann and her approach to tasks.

_____1. I am concerned because Ann doesn't seem to get pleasure from achievement.
_____2. I am pleased because Ann's self image does not depend on achievement alone.

_____1. I am concerned because Ann is so comfortable doing only what is easy for her.
_____2. I am pleased because Ann does what is necessary and feels happy with herself.

VI. Outcome: Mark with an X the statement which most closely reflects the way you would complete this sentence: In my judgement:

_____1. I do believe that Ann should continue her present approach.
_____2. Probably Ann will do just fine if she continues her present approach.
_____3. I really don't know if Ann should continue or change her approach.
_____4. Probably Ann would do better to modify her approach.
_____5. I really think Ann should change her approach.

Further comments?____
____
____
____

COUNSELOR RESPONSES TO FOUR BEHAVIOR PATTERNS DURING INITIAL INTERVIEWS

Directions

In the following questionnaire, you will be presented with four counseling situations that a high school counselor might typically encounter. It is assumed that counselors do have to develop hypotheses about clients although they may not necessarily share these with the client. Initial hypotheses may change rapidly as counselors get more information, but this questionnaire will address itself only to those first hypotheses and to possible counselor responses. Because this study is primarily concerned with your spontaneous initial reactions, please do the questionnaire as quickly as possible and do not get overly concerned about being consistent or right. Initial responses are recognized as primarily guesses and hunches.

You will need about 30 minutes to complete this questionnaire--allowing about 10 minutes for each of the four Situations. Please plan to complete the whole questionnaire during one time period if possible. To each of the four Situations, you will be asked to make six responses. Do not leave any response category blank and follow the directions preceding each response category. Do not discuss the questionnaire with colleagues before making responses.

Please fill in the information requested below before beginning the questionnaire, and upon completion of the questionnaire, mail it and the label (optional) back in the enclosed self-addressed and stamped envelope.

Once again, we thank you for your participation in this study.

* * * * * * * *

Indicate which responses describe you by marking them with an X.

Age:
_____ 21-25
_____ 26-30
_____ 31-35
_____ 36-40
_____ 41-45
_____ 46-50
_____ 51-55
_____ 61-65

Highest Degree:
_____ B. A.
_____ M. A.
_____ Specialist
_____ Ph. D.

Sex:
_____ M
_____ F

Years of Counseling Experience:
_____ 1-3
_____ 4-6
_____ 7-9
_____ 10-13
_____ 14-16
_____ 17 or more

Years Teaching Experience:
_____ 1-3
_____ 4-6
_____ 7-9
_____ 10-13
_____ 14-16
_____ 17 or more

Other relevant experience? ____

____

Situation I

Diane is seventeen years old and a junior in high school. She is active in sports, debate, and writes for the school newspaper. Diane is enthusiastic, attractive, and popular with a number of her classmates despite her tendency to be outspoken and sometimes critical of her friends' actions or opinions. She has been recommended for counseling because of her critical behavior in a situation involving one of her teachers--she suggested that the assignments given were usually worthless. Other teachers and an occasional student, however, have also complained informally of Diane's critical behavior. It is not, they say, that she is cruel or malicious but rather that she sometimes chooses to be insensitive to the effects her comments have on other people.

Diane reluctantly consented to come for a counseling interview after a conference with her teacher. She does not, however, believe that her actions are inappropriate. If there was a problem, she suggested to the teacher, it was someone else's. Diane enters the counseling office and makes herself comfortable in the chair. As she leans back in her chair, she looks at you and makes the following comments:

"I really don't think that I need counseling. I have only done and said what I believe, and I think that that is a good thing to do. When I don't like what is happening, I usually say so, and if that bothers some people once in a while, it is still all right with me. I don't always need other people's approval for what I do and say."

I. Behavior Appraisal: Which of the following statements comes closest to describing your initial appraisal of Diane's approach to herself and other people? Mark that response with an X.

_____ 1. Diane seems very healthy.
_____ 2. Diane seems basically healthy.
_____ 3. I have no opinions about Diane.
_____ 4. Diane seems a little unhealthy.
_____ 5. Diane seems very unhealthy.

II. Rationale: Briefly give your reasons for the appraisal that you made.

____

____

____

____

III. Response to Client: In a few words, how might you reply to Diane's statement? Give the exact words you might use in first addressing Diane.

____

____

____

____

IV. Counseling Responses to the Client: A list of possible replies to Diane's verbal statement follows. Using the scale below, rate each of the responses. You may use any letter more than once or not at all.

A=Very appropriate--a response that you would be likely to use
B=Appropriate--a good response, not necessarily your style but one which you see as potentially helpful
C=Neutral--a response about which you have no opinion
D=Inappropriate--a poor response, one which is unlikely to be in the client's best interest
E=Very inappropriate--a response that you would definately never use

_____1. An honest approach is rarely received the way it deserves to be in this world.
_____2. Being honest is usually a very good approach.
_____3. I like your desire to be honest, but don't you think it is possible to be honest and still be concerned about how other people feel?
_____4. You believe that it is really important to say exactly what you think, and you feel a little resentful when this upsets others.
_____5. Perhaps you and I could work together to help you express yourself honestly in ways that will make others more willing to listen to you.
_____6. Are you sure that the only issue involved here is honesty?

V. Attitudes: From each of the following pairs of statements, mark with an X the one which most closely reflects your present attitude toward Diane and her approach to herself and other people.

_____1. I am concerned because Diane doesn't seem to be sensitive to others.
_____2. I am pleased because Diane is able to function independently.

_____1. I am concerned because Diane seems overly assertive and dominating.
_____2. I am pleased because Diane can express her real feelings without undue fear.

VI. Outcomes: Mark with an X the statement which most closely reflects the way you would complete this sentence: In my judgement:

_____1. I do believe that Diane should continue her present approach.
_____2. Probably Diane will do just fine if she continues her present approach.
_____3. I really don't know if Diane should continue or change her approach.
_____4. Probably Diane would do better to modify her approach.
_____5. I really think Diane should change her approach.

Further comments? ____

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Situation II

Jenny is an attractive and friendly eleventh grade girl. She is a bit better than average in her academic work. Although she is not one of the school "wheels," she has many friends and attends most school functions. She shares with her parents the aspirations that she go to college and says that she likes school very much. Jenny has been in your office asking for help three times in the past year. The first time she was concerned because she thought one of her teachers did not like her and that made her uncomfortable in the class. The second time she came because her boyfriend had rejected her in favor of her best friend and she was concerned about how she should act with them. Your third contact with Jenny was only a brief conversation in the hall. A teacher had assigned her a speech topic about which she felt she could not speak effectively and she felt the teacher should allow her an alternative topic. She was going to come and talk to you about the best way to approach the teacher, but she never came in. You later found out that she gave the talk as assigned and had not discussed her objections with the teacher.

Jenny is in your office now and you have just discussed with her the results of a vocational interest test which is routinely administered to all eleventh graders. After finishing off these tests together, you ask her how the rest of her life is going now. Her reply follows:

"Everything seems to be going very well now. My grades are good, I have lots of friends, and I like all my classes. About the only thing that ever bothers me is that sometimes I feel like people take advantage of me. It seems like I always end up being the person who does the jobs that are the least fun. I probably worry too much about hurting other people's feelings, but I really wouldn't like to be like some people and just think of myself all the time and not care about how the other guy feels."

I. Behavior Appraisal: Which of the following statements comes closest to describing your initial view of Jenny's approach to herself and to others? Mark that response with an X.

_____ 1. Jenny seems very healthy.
_____ 2. Jenny seems basically healthy.
_____ 3. I have no opinions about Jenny
_____ 4. Jenny seems a little unhealthy.
_____ 5. Jenny seems very unhealthy.

II. Rationale: Briefly give your reasons for the appraisal that you made.

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III. Response to Client: In a few words, how might you reply to Jenny's statement? Give the exact words you might use in first addressing Jenny.

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IV. Counseling Responses to Client: A list of possible replies to Jenny's verbal statement follows. Using the scale below, rate each of the responses. You may use any letter more than once or not at all.

A=Very appropriate--a response that you would be likely to use
B=Appripriate--a good response, not necessarily your style but one which you see as potentially helpful
C=Neutral--a response about which you have no opinion
D=Inappropriate--a poor response, one which is unlikely to be in the client's best interest
E=Very inappropriate--a response that you would definitely never use

_____1. In this real world, it can often be very difficult to be the kind of person who really cares about others.
_____2. I respect your concern for others.
_____3. I can appreciate your feelings, but do you think that it might be possible to show concern for others and still not let them take advantage of you?
_____4. You like the fact that you can be concerned for others, but you feel confused and dissappointed when they don't show a similar concern for you.
_____5. Perhaps you and I could work together on this problem and help you find a way to conduct yourself so that this doesn't happen when you face these situations in the future.
_____6. Perhaps there is something you do which allows others to take advantage of you?

V. Attitudes: From each of the following pairs of statements, mark with an X the one which most closely reflects your present attitude toward Jenny and her approach to herself and other people.

_____1. I am concerned because Jenny is so dependent upon the opinions of others.
_____2. I am pleased because Jenny is sensitive to the feelings and opinions of others.

_____1. I am concerned because Jenny does not seem to be able to assert herself more.
_____2. I am pleased because Jenny does not want to dominate and control others.

VI. Outcome: Mark with an X the statement which most closely reflects the way you would complete this sentence: In my judgement:

_____1. I do believe that Jenny should continue her present approach.
_____2. Probably Jenny will do just fine if she continues her present approach.
_____3. I really don't know if Jenny should continue or change her approach.
_____4. Probably Jenny would do better to modify her approach.
_____5. I really think Jenny should change her approach.

Further comments?____

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Situation III

George is sixteen and in the eleventh grade. He is an average, middle-class boy who works exceptionally hard at everything he undertakes and who achieves academically above what his test scores would predict. In addition to spending much time in the library, he is active in two competitive sports, a member of the debate club, and a representative on the student council. He shares his parents' high aspirations for his future and organizes his time and energy to fulfill those expectations. His successes seem to indicate that he is very capable.

Though you really do not know George, you have often heard teachers refer to him as dedicated or competent. You have occasionally observed him in the halls rushing from one activity to another or in the library very intent upon whatever he was doing. Today he comes into the counseling office and explains that one of his teachers insisted that he make an appointment to see you because he had turned several assignments in late. You tell him that you are available now if he wants to talk and he sits down and gives the following explanation:

"I guess I just try to do too much and sometimes everything catches up with me at once. Some people seem to think that I try to do too much or work too hard, and sometimes I really do begin to wonder if I do. I know that I work a lot harder than most of the other kids, but it really does make me feel good when I find that I can do something that I really wasn't sure I could do. It makes me feel confident--like I am really some kind of big deal. Sometimes I would like just to relax, but I guess I just am the kind of person who can't be satisfied that way."

I. Behavior Appraisal: Which of the following statements comes closest to describing your initial appraisal of George's approach to undertaking and accomplishing tasks. Mark that response with an X.

_____ 1. George seems very healthy.
_____ 2. George seems basically healthy.
_____ 3. I have no opinions about George.
_____ 4. George seems a little unhealthy.
_____ 5. George seems very unhealthy.

II. Rationale: Briefly give your reasons for the appraisal that you made.

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III. Response to Client: In a few words, how might you reply to George's statement? Give the exact words you might use in first addressing George.

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IV. Counseling Responses to Client: A list of possible replies to George's verbal statement follows. Using the scale below, rate each of the responses. You may use any letter more than once or not at all.

A=Very appropriate--a response that you would be likely to use
B= Appropriate--a good response, not necessarily your style but
  one which you see as potentially helpful
C=Neutral--a response about which you have no opinion
D=Inappropriate--a poor response, one which is unlikely to be
  in the client's best interests
E=Very inappropriate--a response that you would definitely never use

_____1. Not many people can do as much as you, but then few have experienced the real rewards that you have.
_____2. To be able to do something well makes most people feel good.
_____3. To enjoy work is good, but don't you think that you could accomplish a lot of things and still find some time to rest and relax?
_____4. Although you sometimes wonder if you work too hard, you really feel that for you it is all worth while.
_____5. Perhaps you and I should take a good look at what you are doing and see if we can't find a way for you to do what you want to do and still find some time to relax.
_____6. Could there be any other reasons why you push yourself so hard?

V. Attitudes: From each of the following pairs of statements, mark with an X the one which most closely reflects your present attitude toward George and his approach to tasks.

_____1. I am concerned because George's self-image seems so dependent on achievement.
_____2. I am pleased because George is getting real enjoyment from what he can do.

_____1. I am concerned because George seems to be driving himself so hard.
_____2. I am pleased because George is fully using his potential.

VI. Outcome: Mark with an X the statement which most closely reflects the way you would complete this sentence: In my judgement:

_____1. I do believe that George should continue his present approach.
_____2. Probably George will do just fine if he continues his present approach.
_____3. I really don't know if George should continue or change his approach.
_____4. Probably George would do better to modify his approach.
_____5. I really think George should change his approach.

Further comments?____

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Situation IV

Tom is sixteen years old and a junior in high school. He is attractive and quite popular with other students. He attends school functions regularly and appears to be rather satisfied with most of his academic classes. Tom has never sought any kind of help from a counselor and is only in the counseling office today at your suggestion. During an analysis of school records, Tom was one of several students identified as an underachiever. Follow-up interviews with the teachers of these students supplied the following information about Tom. Teachers described Tom as having ability but simply not using it. They said that Tom would show rare spurts of interest in a topic but never sustained the effort necessary to produce any quality academic work. Tom's style was described as doing just enough to get by and no more.

After explaining to Tom the process and the rationale behind the record analysis which resulted in your invitation to him, you ask him if he believes that he presently is not using the school's resources to explore his potential. He agrees that he is not using the school's resources. You tell him that you would very much like to know his reasons so that the school might be able to serve him better. This is his response:

"I guess I am just not all that interested in developing my abilities. I do not see much pay-off in that and I don't like competition and I don't like being evaluated by others. I wouldn't get any big thrill out of getting all A's or stuff like that. It just isn't worth the effort. It's really nice of you and the other people here to be so concerned, but I guess I'm satisfied doing what I'm doing."

I. Behavior Appraisal: Which of the following statements comes closest to describing your initial appraisal of Tom's approach to undertaking and accomplishing tasks. Mark that response with an X.

_____ 1. Tom seems very healthy.
_____ 2. Tom seems basically healthy.
_____ 3. I have no opinions about Tom.
_____ 4. Tom seems a little unhealthy.
_____ 5. Tom seems very unhealthy.

II. Rationale: Briefly give your reasons for the appraisal that you made.

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III. Response to Client: In a few words, how might you reply to Tom's statement? Give the exact words you might use in first addressing Tom.

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IV. Counseling Response to Client: A list of possible replies to Tom's verbal statement follows. Using the rating scale below, rate each of the responses. You may use any letter more than once or not at all.

A=Very appropriate--a response that you would be likely to use
B=Appropriate--a good response, not necessarily your style but one which you see as potentially helpful
C=Neutral--a response about which you have no opinion
D=Inappropriate--a poor response, one which is unlikely to be in the client's best interests
E=Very inappropriate--a response that you would definitely never use

_____1. I can appreciate your point of view. I guess your experiences must have proved to be pretty uninspiring in the past.
_____2. Evaluation and competition turn a lot of people off.
_____3. I can understand some of your objections, but realistically won't you want to find some way to develop and use your abilities?
_____4. You feel that getting more involved in school includes so many things that you do not want to be a part of , that you are really pretty disinterested in trying any harder.
_____5. Surely with your potential it would be possible for us to work together to find something that would be exciting for you.
_____6. Could there by any other reasons why you are so disinterested in developing your abilities?

V. Attitudes: From each of the following pairs of statements, mark with an X the one which most closely reflects your present attitude toward Tom and his approach to tasks.

_____1. I am concerned because Tom doesn't seem to get pleasure from achievement.
_____2. I am pleased because Tom's self image does not depend on achievement alone.

_____1. I am concerned because Tom is so comfortable doing only what is easy for him.
_____2. I am pleased because Tom does what is necessary and feels happy with himself.

VI. Outcome: Mark with an X the statement which most closely reflects the way you would complete this sentence: In my judgement:

_____1. I do believe that Tom should continue his present approach.
_____2. Probably Tom will do just fine if he continues his present approach.
_____3. I really don't know if Tom should continue or change his approach.
_____4. Probably Tom would do better to modify his approach.
_____5. I really think Tom should change his approach.

Further Comments?____

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APPENDIX B

LETTERS SENT TO COUNSELORS TO ELICIT PARTICIPATION

COUNSELING AND PERSONNEL SERVICES INFORMATION CENTER

THE UNIVERSITY OF MICHIGAN

School of Education
Corner East and South University Avenues
Ann Arbor, Michigan 48104

Dear High School Counselor:

The University of Michigan Center for Counseling and Personnel Services is undertaking a study of the attitudes and response preferences of school counselors. We want to know how counselors--those who must daily deal with many students and who are in direct contact with the variety and intensity of adolescent behavior--would describe and prefer to respond to four different patterns of adolescent behavior. This part of the study is concerned only with the initial stage of the counseling interview and selected counselors are being asked to cooperate by filling out the enclosed questionnaire.

Your name has been identified through a random sampling procedure. Using the Michigan State Department of Education's listing of school counselors, one counselor in each high school was selected at random to participate in this study. Once that selection is made, it becomes absolutely essential to the success of the study that those persons selected participate. Your support and cooperation is most sincerely requested. Your anonymity and that of your school is fully guaranteed. Upon the return of your completed questionnaire, your name and that of the school will be taken from the sample list.

If, however, you would like to receive a summary of the findings from the study being pursued here, we will be most happy to send you one free, as soon as the data has been analyzed. Please put your name and the address to which you wish the summary sent on the blank lable which is enclosed and return it with your completed questionnaire. A stamped, self-addressed envelope has been included for your convenience.

We hope that you will be able to enjoy the time you spend completing this questionnaire and that you will find the summary--should you decide you want one--both interesting and useful. We thank you in advance for your consideration and help.

Yours truly,

Garry R Walz

Garry R. Walz
Director and Professor of Education

GRW/bga

Enclosure

THE UNIVERSITY OF MICHIGAN
SCHOOL OF EDUCATION
ANN ARBOR, MICHIGAN 48104

CENTER FOR COUNSELING AND PERSONNEL SERVICES

March 15, 1972

Dear High School Counselor:

We have still not received from you the questionnaire--Counselor Responses to Four Behavior Patterns During Initial Interviews. We hope the reason is that you have planned to fill it out but have not yet found the time. Since it is essential that the views of all counselors in the sample be represented, we have taken the liberty of including a second questionnaire and self-addressed stamped envelope just in case you have misplaced or forgotten about the original. Research methodology precludes our selecting any other counselor in your place, so you can understand how important it is to us that we hear from you. Won't you please take time soon to fill out and return the questionnaire to us.

If you have not yet filled out the questionnaire because of some objection to either its format or content, please feel free to describe these on a separate sheet of paper and attach it to the completed questionnaire. Although we are well aware of the limitations of the research being conducted here, any additional feedback on the questionnaire itself is appreciated and will be considered in the analysis of the data for this study.

We do, of course, want to share with you the information we collect; therefore, if you want to fill out the optional label which is included, we will send a summary of the findings to you as soon as the study is completed. The label is not used for identification purposes. All information and responses are completely confidential. Although your name and that of the school is coded, this code is used only to allow us to follow-up questionnaires which are not returned. Once your questionnaire is returned, labels and codes are immediately separated from any information about you or your responses.

We hope that you will send us your completed questionnaire soon. A very careful and complete analysis of each questionnaire is planned, and we think you will find the results useful and interesting. Because we hope to complete the data collection as soon as possible, a prompt response from you would be most sincerely appreciated. Thank you again for your cooperation, support, and time!

Yours truly,
Marlene B. Pringle
Marlene B. Pringle
Assistant Director

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